# SRA BETTER READING BOOK 3

by ELIZABETH A. SIMPSON

SCIENCE RESEARCH ASSOCIATES

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# SRA BETTER READING BOOK 3

BY ELIZABETH A. SIMPSON

IMPROVING YOUR READING ABILITY WILL HELP YOU

Get more done in less time
Make higher marks in school
Do better work on the job

Learn more about the world
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Be a more interesting person

SCIENCE RESEARCH ASSOCIATES, INC., 57 W. Grand Ave., Chicago 10, Ill.

## THE AUTHOR

**Mrs. Elizabeth A. Simpson** is director of the Adult Reading Service at the Institute of Psychological Services of the Illinois Institute of Technology, Chicago. She brings many years of experience in reading training to the development of the **SRA Better Reading Books** and their correlated reading improvement materials and devices.

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## INSTRUCTOR'S GUIDE

The **Instructor's Guide for the SRA Better Reading Books** contains detailed information about these books and practical suggestions for their use by individual students and student groups. A copy of the **Instructor's Guide** is available free from Science Research Associates, Chicago.

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# DO YOU WANT TO BE A BETTER READER?

# IF YOU DO, HERE'S HOW!

YOU MAY be a good reader, a slow reader, or an in-between one. Whichever you are, you can become a better reader. And, if you do, this will help you to learn more, to earn higher school marks, to improve on your job, or to get more information and enjoyment from reading.

You can improve your reading ability in many ways. One of the best is to use this *SRA Better Reading Book* and the *SRA Reading Progress Folder*. This *Reading Book* contains suggestions for 20 reading practices for you to do, 20 articles for you to read, and 20 tests for you to take. The *Progress Folder* has spaces for you to record your reading practices, rates, and test scores.

In using this *Reading Book* and its *Progress Folder*, here is what you do:

*First*, you do a reading practice to increase your reading rate and comprehension. You do this by reading any book or magazine that you like.[1]

*Second*, you read an article and time yourself to find your reading rate. This is the average number of words you read per minute.

*Third*, you take a test on the article to measure your reading comprehension—that is, to check on how well you understood what you just read.

*Fourth*, you make a record of your reading practice, your reading rate, and your reading test score. Thus you keep track of your reading progress.

You should do as much reading as possible outside this *Reading Book*. Such reading practice will aid you in making better rates on the articles and better scores on the tests in this book.

How you do all these things is explained later in this *Reading Book*.

### Why should you improve your reading?

You may want to become a better reader for one or more reasons. Here are some:

1. You may want to read your textbook assignments with more understanding and in less time.
2. You may want to study more outside references for the courses you are taking.
3. You may want to make higher marks in your school subjects.
4. You may want to prepare for a job, to get a job, or to do better on a job.
5. You may want to read newspapers faster and better to find out what is going on in the world.
6. You may want to read more magazines and books for information or for enjoyment.
7. You may want to become a better educated and more interesting person all around.

Whatever your reasons for wanting to become a better reader, you can get help along the way by using this *Reading Book* and its *Progress Folder*.

### Can you improve your reading ability?

The answer to this question is "Yes"—definitely "Yes." The chances are nine out of ten that through practice you can learn to read much better than you are reading now.

Scientific studies show that most people read too slowly and with too little understanding. These studies also prove that most people can increase their speed of reading and their comprehension of what they read. These increases, however, come only when people work to become better readers through systematic training.

By such training, nearly all persons can improve their reading abilities within a period of four to seven weeks. Some persons are able to double their reading speed and keep their understanding high.

As you are training to become a better reader, you will want to know how much reading progress you are making. You can do this by using this *Reading Book* and its *Progress Folder*. They will help you in measuring your present reading rate and reading comprehension. They will aid you in keeping a record of your reading progress.

How you can do these and other things to improve your reading is suggested next.

[1] How you do a reading practice is explained on page [illegible]

### How can you become a better reader?

If you want to read with greater speed and understanding, you can do things like these:

1. Plan and carry out your own reading program. (You can get ideas for your program from this *Reading Book.*)
2. Get help if you need it. (You can get assistance from your teachers and from reading specialists. You can study *Streamline Your Reading.*[2])
3. Take a standardized reading test to find out where you stand in your reading rate, your reading comprehension, and your reading vocabulary. (You can usually take this test at a school.)
4. Practice reading regularly every day. Test your reading rate and reading comprehension regularly, say, once a week. Keep records of your reading progress. (To do these, you use this *Reading Book.*)
5. Practice the tips for good reading. (You can study and use the tips given next.)

### Use these tips for better reading

Here are some practical tips that are easy to understand and easy to follow. Use them to read more, faster, and better.

1. Set aside 15 to 30 minutes each day for reading. If possible, do this reading at a certain time every day or evening.
2. Try to do your reading in a quiet place. Read where other people will not bother you. Turn off your radio or television set.
3. Keep your mind on what you are reading. Don't let your attention wander.
4. Think about what you are reading. Read actively to get ideas, to think about them, or to do something about them.
5. Read without pronouncing words. Don't move your lips. Lip movements slow down your reading.
6. Read meaningful groups of words. Take in several words instantly, at a glance. Don't read word by word. This slows you down.
7. Read forward. Let your eyes sweep across each line. Try not to look back and reread. This slows you down.
8. Fit your reading speed to what you are reading and to your purpose for reading it. You will probably want to read a novel faster than you read a textbook.
9. Read for a definite purpose, for example, to get the main idea of a paragraph or story.
10. Keep trying to increase your vocabulary, using some of the ways given next.

### How can you increase your vocabulary?

To be a good reader, you should have a good vocabulary. Your reading power depends upon your vocabulary power. You can build your vocabulary power in many ways. Here are some of the best ways to increase the number of words that you know and use correctly, using this *Reading Book* as an example.

1. After you finish reading an article and doing its test in this *Reading Book,* write down each word that you did not know.
2. Find and read again the part of the article where the word appears. Try to get the meaning of the word from the context—that is, from the sentence or the paragraph where the word appears.
3. If you are not sure what the word means, look it up in your dictionary. In your notebook, write down the word and its meanings. Then write a sentence using the word. Later, review the word and its meanings.
4. Use your new word while talking with your friends and your family.

[2] *Streamline Your Reading,* by Paul Witty. This inexpensive booklet can be obtained from Science Research Associates, Chicago.

**AN IMPORTANT NOTE FOR YOU**

**1. Please do not make any marks in this *Reading Book.* Keep the book clean. Other students may also use this book.**

**2. In this *Reading Book,* do not read an article until just before you are ready to take the test on it. If you read an article ahead of time, you cannot use it later as a good test of your reading ability.**

**3. For any article in this *Reading Book,* you use the time-to-rate table on page 88 to change your reading time into your reading rate. Each article in this book contains about 1350 words.**

# HERE IS HOW YOU USE THIS READING BOOK AND ITS PROGRESS FOLDER

BEFORE you read the first article in this *Reading Book*, read the table of contents on pages 3 and 4 to find out what is in it. Then study carefully the directions which appear here and in the *Progress Folder*. Make sure that you understand exactly what you are to do.

In using this *Reading Book* and its *Progress Folder*, do these things:

1. Do a reading practice. Record your reading practice in the *Progress Folder*.
2. Read an article in this *Reading Book*. Make a record of your starting time and of your finishing time in the *Progress Folder*.
3. Read the test for this article. As you read the test, mark your answers in the *Progress Folder*.
4. For the article and its test, figure out your reading rate and your reading comprehension score. Enter this rate and this score in the *Progress Folder*.

### Here is how you do a reading practice

To do a reading practice,[3] read in any book or magazine that you like very much. See how many lines you can read and understand in five minutes. Or, see how many minutes and seconds it takes you to read and understand five pages. Have someone ask you questions about what you have just read. Record this reading practice in the *Progress Folder*.

### Here is how you take a test

Immediately after you read an article, you take the comprehension test that covers this article. The test is made up of 20 test items. Each test item has two parts. The first part is like a question. The second part gives the answers—one correct answer and four incorrect answers.

To find out how you do a test item, read Item 1 of Test 1. This item appears in the example here.

| | |
|---|---|
| 1. In the spring of 1941 the Caperelli family arrived at the lot next door to the author in a broken down | (A) ice truck<br>(B) garbage truck<br>(C) lumber truck<br>(D) coal truck<br>(E) vegetable truck |

1. Read the first part of the item. In the example, the first part is, "In the spring of 1941 the Caperelli family arrived at the lot next door to the author in a broken down"
2. Read the second part of the item. In the example, the second part gives five answers—the names of five kinds of trucks.
3. Select the answer which you believe is correct. In the example, suppose that you select the answer, "ice truck." Thus, you believe that the test item correctly reads, "In the spring of 1941 the Caperelli family arrived at the lot next door to the author in a broken down ice truck."
4. Remember the letter of your selected answer and record it immediately in the *Progress Folder*. In the example, your selected answer is, "ice truck"; its letter is A. Print this letter under Test 1 and at the right of item number 1 on the Answer Record. This record for Test 1 is on page 4 of the *Progress Folder*.

### Keep these things in mind as you use this book

1. You yourself can easily manage the job of using this *Reading Book* and its *Progress Folder*. Get help only when you need it.
2. Use this book and its folder according to directions. If you do, they will aid you in improving your reading.
3. Keep trying to increase your reading rate and your reading comprehension score. You can keep track of your progress in the three charts in the *Progress Folder*.

* * *

Go ahead and do Reading Practice 1 and then Article 1 and Test 1 in this *Reading Book*. The best way to learn how to do these is to do them.

[3] You may do your reading practice on the *SRA Reading Accelerator*, if your school has one. This device helps the user to increase his reading rate and comprehension. It is available from Science Research Associates, Chicago.

ARTICLE I

# Pioneers Next Door*

**by William Drake**

**READING PRACTICE 1** *In a book, magazine, or newspaper that you like, practice reading for speed and comprehension. Make a record of each such practice in Chart 3 on page 8 of the* PROGRESS FOLDER. *Then do Reading Article 1.*

**READING ARTICLE 1** *Before you begin reading Article 1, record your starting time in the Time Record on page 4 of the* PROGRESS FOLDER. *Then read Article 1. Read it as fast as you can, but make sure you understand what you are reading.*

---

ON A BRIGHT spring Saturday in 1941 they first descended upon us in a ramshackle truck which bore the word "ICE" on the side of it. Pop Caperelli, the head of the family, was at the wheel. A powerfully built man of 50, with curly hair and flashing black eyes, he backed the truck up to the lot next door and assisted his wife, Francesca, to the ground. Then, with a triumphant flourish, he lowered the tail gate of the ice truck, and nine other Caperellis—men, women, and children—cascaded into the sunshine.

With jubilant cries in Italian and tenement-house English, the Caperellis surged over their new property in a human wave. It was literally an acre of wilderness at that time, swampy in places and overgrown with briers, poison ivy, and scrubby trees, but the Caperellis loved it from first sight. They had lived in a city slum ever since their arrival from Italy five years before, I learned later, and their glee at finally possessing a patch of ground where they could sink their roots knew no bounds that first day.

The same could not be said of their neighbors, who had clandestinely observed the day's activities. Horrified voices buzzed on telephones, tongues clicked, and all of us felt that a terrible, terrible thing had happened to our community.

This impression was heightened by ensuing events. When the Caperellis arose the next morning, they got down to pioneering with tremendous gusto. Men, women, and children were equipped with spades, axes, and rakes, and went to work enlarging their clearing and digging a deep hole in the ground. Second-hand lumber was also brought into use, and, before nightfall, two structures had already arisen on their new land.

Pop Caperelli, it developed, was not an iceman, but a highly skilled brick mason. Every weekday morning he and Uncle Dominick, who was a laborer, and the two oldest boys, Giuseppe and Rocco, who were mason's apprentices, would ride off in the truck to a construction job where they earned big wages. When they returned in the evening they would be dusty and sweat-stained. They paused only long enough to eat a meal prepared by Mom Caperelli over a campfire, and then got to work again—grubbing roots, laying tile to drain their land, and digging furiously for the foundations of a permanent home.

The women worked just as hard. In addition to cooking and keeping house in the shack and a tent, and washing great piles of clothing which swung gaily on lines stretched between trees every Monday, Mom Caperelli, Rosa (Giuseppe's wife), and the oldest daughter, Juanita, 14, spaded a big garden patch. When the ground was wet they worked barefooted, and right from the start, their garden flourished wonderfully.

Every Sunday the whole family worked together from dawn till darkness. Even the smaller children, Lorenzo, 10, Tony, 7, and Angelina, 5, helped dig and push wheelbarrows and, later, assisted in mixing concrete, which the Caperellis called "the stuff."

By the time cold weather came they were ready for it. They had completed a large, light basement and installed water, gas, and electricity with their own hands. They moved indoors. Because their property was still an eyesore, the neighbors continued to shudder every time they passed the place.

The war crashed down on the Caperellis like it did on everyone else, but failed to stop the steady march of their pioneering. One by one the three oldest boys—Giuseppe, Rocco, and Vincent—were called to the colors, and Uncle Dominick took a job in a war plant in the city. This left only Pop Caperelli and the women and children to work at home, but week by week things happened next door. Slowly, but surely, a two-story structure of cinder blocks rose on top of the basement in which the family lived.

Then a couple of things happened which started to change the general attitude.

For one thing, tragedy knocked at the neat colonial door of the Bradleys, an elderly couple who lived on the other side of the Caperellis. Mrs.

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**All the Caperellis pitched in to clear the land and dig the cellar for their home—a terrible thing, said the neighbors to each other.**

Bradley suffered a stroke early one morning, and Mr. Bradley, who was badly crippled with arthritis, collapsed on the floor while trying to get from his bed to the telephone. The best he could do was beat on a window and call for help.

The Caperellis heard him and immediately went to the rescue. They had been coldly ignored by the Bradleys, but that made no difference to them. They broke into the locked house, called a doctor, helped get Mrs. Bradley to the hospital, and cooked and kept house for her crippled husband during the days she was away. That was during a period when it was next to impossible to hire a nurse or a servant, and what the Caperelli women did for the Bradleys was worth more than money could buy, but they would not accept a cent for their services.

"What are neighbors good for," Rosa said, "if they can't help you out when you need it?"

The Bradleys and their friends in the neighborhood were more than impressed.

Then, a few weeks before V-J Day, word was received that Vincent, the youngest of the Caperelli soldier sons, had been killed in the fighting for Okinawa. The Caperellis did not parade their grief or talk about it. For a long time they were merely more subdued than usual, as they went about their work, but the news got around, and I think everybody felt bad about it, and a bit ashamed.

When the other boys returned from the service and Uncle Dominick came home from the war plant, the walls of the second house went up much faster than those of the first. In their spare time the Caperellis also installed heating plants, laid floors, set bathroom tiles.

The thing which really bowled the town over, however, was the final dramatic phase of the Caperellis' own building enterprise which occurred last summer.

Pop Caperelli bought a mountain of secondhand brick from a house wrecker for next to nothing, and his sons trucked them home and dumped them out. Wearing dime-store goggles which made them resemble so many owls, the whole family went to work knocking the bricks apart and chipping the cement off.

Then came a great day when Pop Caperelli and his sons mounted scaffolds and started giving their homes new skins. As they laid up the bricks tier by tier over the ugly cinder blocks, Cinderella herself never underwent a more dramatic transformation than did the two houses they had labored on for so long. The secondhand brick had a mellow texture, and the former Caperelli eyesores suddenly blossomed into such handsome homes that people came from all over the neighborhood to look and admire. The new walls blotted out our last prejudice against their builders.

Where they found a wilderness eight years ago, the Caperellis now own, free and clear, a small estate which is worth not less than $50,000. Where everyone gave them the cold shoulder eight years ago, they are now accepted for what they are—fine neighbors and fine Americans.

In the little saga of the Caperellis there is a point, I believe, which is often lost sight of by native-born Americans—a point which was brought home to me when I had a chat with Pop Caperelli recently.

"Well," he said when I spoke admiringly of all that he and his family have accomplished. "We just worka hard. In old country, we worka hard too, but harda work no good. Over here, we worka hard, we getta everything!"

In those simple words of an uneducated immigrant lies a very significant truth. For more than 300 years this country has attracted ambitious and industrious people like the Caperellis because it offered greater rewards for hard work than any other land on earth. It is still that kind of country—a country for pioneers. The opportunities for forging ahead lie all around us. They may even be found on the lot next door.

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*As soon as you finish reading Article 1, record your finishing time in the Time Record on page 4 of the* PROGRESS FOLDER. *Then read Test 1 on the next two pages of this* READING BOOK.

## Pioneers Next Door

*Read Item 1 and select the answer which you believe is correct. Print the letter of your answer in the Answer Record on page 4 of the* PROGRESS FOLDER. *Do each of the other items in the same way.*

1. In the spring of 1941 the Caperelli family arrived at the lot next door to the author in a broken down
   (A) ice truck
   (B) garbage truck
   (C) lumber truck
   (D) coal truck
   (E) vegetable truck

2. After Pop Caperelli helped his wife to the ground, he opened the back of the truck and this number of other Caperellis got out:
   (A) 11
   (B) 9
   (C) 7
   (D) 5
   (E) 3

3. The Caperellis were delighted with their new lot mainly because they
   (A) welcomed the challenge of making a wilderness into a farm
   (B) at last had a piece of land they could call their own
   (C) were able to be together after living apart in a city slum
   (D) believed they could learn American ways best in the new town
   (E) were tired of moving from place to place so many times

4. When the Caperellis moved onto their plot of land, the neighbors including the author felt that
   (A) a nice thing had happened to the community
   (B) an interesting thing had happened to the community
   (C) an unusual thing had happened to the community
   (D) a fine thing had happened to the community
   (E) a terrible thing had happened to the community

5. The day after their arrival, the Caperellis
   (A) cleared more land and put up two wooden buildings
   (B) waited for a load of new lumber to come
   (C) cut down trees and used them for lumber
   (D) used a tractor to clear the land and dig a basement
   (E) borrowed spades, axes, and rakes from neighbors

6. By trade, Pop Caperelli was a skilled
   (A) carpenter
   (B) plasterer
   (C) electrician
   (D) brick mason
   (E) plumber

7. Pop Caperelli, Uncle Dominick, and the two oldest boys rode their truck every work day
   (A) to a lumber yard job
   (B) to a war plant job
   (C) to a highway job
   (D) to a construction job
   (E) to a brick-making job

8. When the men and older boys returned home from their regular jobs, they spent nearly all the evening until dark
   (A) singing and joking to celebrate their new home site
   (B) eating the meal Mom had prepared over a campfire
   (C) laying drain tile and digging the foundation for a home
   (D) talking with the women and playing with the children
   (E) getting acquainted with some of the neighbors

9. The Caperelli women not only cooked, did the washing, kept house, and cared for the younger children, but also
   (A) laid tile to drain the swampy areas
   (B) made nearly all the clothes for the whole family
   (C) spaded and tended a large fine garden
   (D) kept the truck clean and in good repair
   (E) put in the plumbing of the new house

10. By the time cold weather came, the Caperellis had
    (A) finished a large basement and moved into it
    (B) completed an attractive home and occupied it
    (C) installed everything but water, gas, and electricity
    (D) landscaped the grounds surrounding their home
    (E) covered their home with beautiful stucco

*Please do not look back at the article while you are doing the test.*
*Please do not make any marks on the test or elsewhere in this book.*

11. While the three oldest boys were away at war and Uncle Dominick had a war plant job, the Caperellis who stayed home
(A) stopped house building until the war was ended
(B) put up a small garage and large barn
(C) asked the neighbors to lend a helping hand
(D) were pleased to have more space to live in
(E) completed a two-story house made of cinder blocks

12. Before Mrs. Bradley's illness, she and her husband had
(A) frequently visited the Caperellis
(B) purposefully befriended the Caperellis
(C) unconsciously overlooked the Caperellis
(D) occasionally talked with the Caperellis
(E) willfully disregarded the Caperellis

13. When Mrs. Bradley suffered a stroke early one morning, Mr. Bradley was able to get help only by
(A) telephoning the doctor
(B) beating on a window pane
(C) shouting to the neighbors
(D) crawling to the author's home
(E) breaking down his front door

14. The Caperelli women took such good care of Mr. Bradley while his wife was in the hospital mainly because they wanted
(A) to impress the Bradleys' friends
(B) to earn some extra spending money
(C) to help the Bradleys to save money
(D) to be good neighbors of the Bradleys
(E) to become close friends with the Bradleys

15. After Vincent was killed in the battle of Okinawa, the Caperellis
(A) were unable to carry on their work for several weeks
(B) wept and wailed loudly for several days
(C) talked often with the neighbors about their son's death
(D) felt sorry and a bit ashamed
(E) were quieter than usual for a long time

16. Immediately after the Caperelli family covered its homes with attractive brick, the neighbors lost
(A) their last hope of getting rid of the family
(B) their last prejudice against the family
(C) their last envy of the family's possessions
(D) their former admiration of the family
(E) their last ignorance about the family

17. Where the Caperellis had found a wilderness eight years before, they had built and now own an estate worth about
(A) $50,000
(B) $40,000
(C) $30,000
(D) $20,000
(E) $10,000

18. Pop Caperelli said that the reason his family had achieved so much was that in the United States this was true:
(A) We work hard and neighbors help us.
(B) We work hard but hard work is no good.
(C) We work hard and hard work is fun.
(D) We work hard and we get everything.
(E) We work hard and seldom play.

19. According to the story, the Caperellis were
(A) self-satisfied
(B) happy-go-lucky
(C) ambitious
(D) well-educated
(E) rude-mannered

20. For all pioneering Americans including newcomers like the Caperellis, the story points out, the United States has always been and still is the land of
(A) democracy
(B) wealth
(C) opportunity
(D) freedom
(E) prejudice

NEXT—*Follow the directions on page 88 of this* READING BOOK.

ARTICLE **2**

# What Do You Mean—Dumb Animals!*

**by Vance Packard**

**READING PRACTICE 2** *In a book, magazine, or newspaper that you like, practice reading for speed and comprehension. Make a record of each such practice in Chart 3 on page 8 of the* PROGRESS FOLDER. *Then do Reading Article 2.*

**READING ARTICLE 2** *Before you begin reading Article 2, record your starting time in the Time Record on page 4 of the* PROGRESS FOLDER. *Then read Article 2. Read it as fast as you can, but make sure you understand what you are reading.*

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OF ALL the creatures in the animal kingdom the champion quiz kid appears to be the fun-loving chimpanzee. The most misunderstood and maligned is the gorilla. And among the prize numbskulls are "two of man's best friends": the noble horse and the ever loyal, lovable dog. These are some of the findings from experiments at the Bronx Zoo, New York, under the direction of Hunter College's Dr. Bernard Riess. He is one of America's leading animal psychologists.

Finding an effective incentive is one of the big problems you encounter in trying to test various animals. Food will often work, but not just everyday food. You've got to find what they consider to be desserts. The dog-faced baboons eat carrots and lettuce in their regular diet willingly, but they wouldn't work for it on tests.

When it comes to figuring out incentives, the chimp offers the psychologist the least difficulty—but the most embarrassment. Chimpanzees will work at IQ tests just for the mental stimulation, and the pleasure they get from making a monkey of the psychologist.

This latter happens with painful frequency. One psychologist spent several days rigging up a soundproof room filled with mechanical toys. He led a chimpanzee into the room, then tiptoed out. How would the chimp react to the various gadgets when alone? The psychologist got notebook and pencil and stooped down to the keyhole to observe. What he observed was one bright eye observing *him* from the other side of the keyhole!

An IQ test the psychologists have devised for comparing the ingenuity of animals is the puzzle box. Food is put inside or outside a wire box. The door can be opened only by pushing down on a lever, stepping on a plate, or something.

Dr. Riess helped devise a puzzle box where the animal has to walk back and forth in sequence over three disks to open the lock. The guinea pig never got the idea of this and only succeeded where he had to step on a single disk. The white rat learned to step on two disks, and a kitten got as high as seven disks. But the champion was the Cebus monkey which succeeded in opening the box when he was required to step on disks, in proper order, 22 times!

Dogs, which are popularly regarded as the world's brainiest animals, make a dismal showing on puzzle boxes. In one test, when several dogs had finally learned to open a puzzle box with a bone inside by pushing down on a protruding lever, the psychologist gave the box a quarter turn. Thereupon the dogs were completely baffled. They ran to the box and made motions with their paws at the place where the lever *had been,* even though the lever was in plain sight a few inches away.

It wasn't many years ago that even psychologists were convinced that some horses were geniuses. But how smart, actually, are these magnificent four-legged creatures that inspired the phrase "horse sense"?

In one test, where the horse was pitted against a gopher, a cat, a dog, a monkey, and a man, the horse made an embarrassing spectacle of itself. The test was a multiple-choice thing, where the contestants were placed in a small room which had four doors side by side. Three of the doors were always locked, and they varied. The trick was to find the door which was unlocked, in order to get the food waiting outside. There was one clue: The door that was unlocked on one trial was always locked on the following trial.

This took some figuring. The man and the monkey, in 100 trials, both learned how to eliminate that one door. While the dog and the cat never learned to eliminate a door, they did at least go systematically from one door to another until they found an open one. The horse, however, would keep going back to a door over and over and never showed a glimmering of systematic thought. It and the gopher ended up in a near tie for last place.

Of our wild, woodland animals, which is the smartest? The psychologists are not sure yet, but

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they suspect that for North America the raccoon is probably unmatched.

In the laboratory the coon is a riot. He will put his paws into the psychologist's pockets just to see what's there, and will go back into puzzle boxes after he has opened them just for the fun of operating the gadgets.

Curiosity is an index of intelligence, but the coon is so curious that it often lands him in trouble. In one laboratory a psychologist put a badger and a coon in the same pen together to see what would happen. They warily shunned each other a while; then the badger opened his mouth wide. For several minutes he sat with his mouth gaping like an idiot. The coon began edging closer and closer to see what on earth was the matter. He got within a foot of the mouth. Still it gaped. Finally, unable to stand it any longer, he peered into the mouth.

The badger's jaws flashed shut! When the howling coon finally pulled himself loose, his curious nose was ripped half off.

Another animal the psychologist is developing a respect for is the elephant. In the Bronx Zoo tests the elephants caught on to the idea of pulling strings to get food very rapidly. And in the teakwood jungles of India investigators are finding that elephants perform casually tasks requiring a high order of brainwork—and without much supervision from man. They stack logs neatly into piles. And they give every sign of comprehending a mechanical principle: the log slide. They place a log on the slide, maneuver it carefully into position with their trunk, then give it a push with their forefoot, and watch critically while the log swooshes down into the water.

The average animal is utterly incapable of dealing in symbols, such as money. However, a Yale psychologist, Dr. John Wolfe, set out to discover if chimps could grasp the symbolism of money. He invented a "Chimp-O-Mat," a sort of slot machine in which poker chips served as money. If you put in a white poker chip a grape would roll out. After he gave Moos *one* demonstration, Moos eagerly picked up a white chip, inserted it, and collected his grape!

When Dr. Wolfe had half a dozen chimps in a state of frenzied money-madness he introduced them to the seamy side of money. He made them work for it by introducing his "Work Machine." The chimps could collect a poker chip only by lifting an 18-pound handle. Moos almost ruined his health by acquiring, amid grunts, 185 chips in 10 minutes. As time went on, however, it was noticed that Moos—like some people I know—would work harder when he was low on money than he would if he had a comfortable backlog of chips!

Next, Dr. Wolfe introduced a more complicated monetary system. The white chip still bought a grape, but a blue chip would now buy *two* grapes, a brass slug was worthless, and a yellow chip would buy the chimp a piggy-back ride around the yard on the psychologist's shoulders.

The chimps quickly came to treat the brass slugs with contempt and to cherish blue chips above white chips. One afternoon, as Bula was happily standing by the slot machine inserting her blue chips, Dr. Wolfe suddenly opened a box and placed a white rat on the floor near Bula. Chimps are afraid of rats and mice, so when Bula saw the rat she was horrified. In a flash she ran over to her hoard of chips, grabbed a yellow one, pushed it into the slot, leaped onto the psychologist's shoulders, and chattered frantically for him to take her out of there!

Wild animals almost uniformly do better on laboratory problems than tame animals, according to Dr. Riess. When I asked why, he said, "Probably because the tame ones have never had to hustle for a living."

**Moos quickly learned to put a poker chip into the Chimp-O-Mat to get a grape. This test showed that chimpanzees are capable of dealing in symbols, such as money. Psychologists believe that chimps have the top I.Q. among all dumb animals.**

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*As soon as you finish reading Article 2, record your finishing time in the Time Record on page 4 of the* PROGRESS FOLDER. *Then read Test 2 on the next two pages of this* READING BOOK.

## READING TEST 2 What Do You Mean—Dumb Animals!

*Read Item 1 and select the answer which you believe is correct. Print the letter of your answer in the Answer Record on page 4 of the* PROGRESS FOLDER. *Do each of the other items in the same way.*

| | |
|---|---|
| 1. Psychologists have found that the smartest of all dumb animals is | (A) the gorilla<br>(B) the horse<br>(C) the chimpanzee<br>(D) the dog<br>(E) the raccoon |
| 2. The best way to get a dumb animal to try to solve a test problem is to offer it this incentive: | (A) Food that it especially likes<br>(B) Encouraging words and a pat on the head<br>(C) Food that it has regularly every day<br>(D) Punishment for not trying or for failing<br>(E) A chance to have rest after doing the test |
| 3. Unlike other dumb animals, chimpanzees will try to solve a test problem just because they | (A) win food as a reward for trying<br>(B) get fun out of doing the problem<br>(C) like being with the psychologist<br>(D) want praise from the psychologist<br>(E) hate to fail the problem |
| 4. When the psychologist looked through the keyhole of the door of the test room, he saw the chimpanzee | (A) trying to open the door<br>(B) looking at him<br>(C) getting grapes from a machine<br>(D) writing with a pencil on a notebook<br>(E) playing with the toys |
| 5. To compare the intelligence of different animals, the psychologist uses a puzzle box or room because it presents a test problem that is | (A) equally difficult for a child or adult to solve<br>(B) easier for animals with hands or paws to solve<br>(C) equally fair for all the animals<br>(D) equally useful in training all the animals<br>(E) equally interesting to all the animals |
| 6. One puzzle box required the animal to step on three disks in the right order to open the door and to get the food inside. In this test, the least intelligent animal was | (A) a guinea pig<br>(B) a white rat<br>(C) a kitten<br>(D) a Cebus monkey<br>(E) a dog |
| 7. Several dogs learned to paw a lever that opened the door to a puzzle box with a bone inside. When the box was given a quarter turn, the dogs immediately | (A) sat up and begged for the bone<br>(B) used their paws to push the lever down<br>(C) motioned with their paws where the lever had been<br>(D) motioned with their paws all around the box<br>(E) barked and whined loudly near the lever |
| 8. In the room test, the animal had to learn the trick of finding out which one of four doors was unlocked and led to food. Suppose the doors were labeled A, B, C, and D. If Door C was unlocked at one trial, then at the next trial | (A) Door B was always locked<br>(B) Door A was always locked<br>(C) Door D was always loeked<br>(D) Door D was always unlocked<br>(E) Door C was always locked |
| 9. In the room test, the animals that stupidly went back to the same door over and over again were | (A) the dog and the cat<br>(B) the chimpanzee and the baboon<br>(C) the elephant and the raccoon<br>(D) the horse and the gopher<br>(E) the man and the monkey |
| 10. According to the tests made by animal psychologists, which one of these statements is true? | (A) The dog is smarter than the horse.<br>(B) The horse is smarter than the elephant.<br>(C) The man who has "horse sense" is very intelligent.<br>(D) The cat is more curious than the raccoon.<br>(E) The average chimpanzee is smarter than the average man. |

*Please do not look back at the article while you are doing the test.*
*Please do not make any marks on the test or elsewhere in this book.*

11. Psychologists believe that the most intelligent wild animal in North America is probably
(A) the squirrel
(B) the badger
(C) the wildcat
(D) the elk
(E) the raccoon

12. Psychologists think that a good index of an animal's intelligence is
(A) its appetite
(B) its curiosity
(C) its fearlessness
(D) its incentive
(E) its determination

13. While in the same pen, the raccoon edged closer and closer to the badger because the raccoon apparently wanted to find out
(A) what the badger had just eaten
(B) how the badger was keeping its mouth wide open
(C) whether the badger had sharp teeth
(D) why the badger was keeping its mouth wide open
(E) when the badger would stop yawning

14. The animal psychologist believes that elephants are brainy animals because in India they
(A) work hard many hours daily in the teakwood jungles
(B) raise and drag logs easily with their strong trunks
(C) are readily trained by their keepers
(D) push or pull logs with their powerful bodies
(E) stack and slide logs quickly and accurately

15. In the Chimp-O-Mat experiment the chimpanzees showed that they were able to deal in such symbols as
(A) money
(B) grapes
(C) levers
(D) machines
(E) words

16. To get chips worth one grape each, the chimpanzees worked hardest on the Work Machine when they
(A) had plenty of chips
(B) had become tired
(C) had few or no chips
(D) had a lot of praise
(E) had won some pennies

17. The chimps quickly learned that the "coin" worth the most grapes was
(A) the red chip
(B) the white chip
(C) the brass chip
(D) the blue chip
(E) the yellow chip

18. When the psychologist put a white rat near Bula, this chimp grabbed a yellow chip, put it in the machine, and then
(A) offered a grape to the rat
(B) climbed on top of the machine
(C) tried to lead the psychologist out of the room
(D) hid under the psychologist's coat
(E) jumped onto the psychologist's shoulders

19. One psychologist believes that wild animals do better on laboratory tests than do tame animals because wild animals
(A) have had little or no training by man
(B) have to work harder for a living
(C) have teeth and claws
(D) have better health and more energy
(E) have been tested again and again in zoos

20. In determining the intelligence of a dumb animal, the psychologists tested its ability
(A) to select foods
(B) to become a pet
(C) to fool other animals
(D) to solve problems
(E) to obey simple commands

**NEXT**—*Follow the directions on page 88 of this* READING BOOK.

ARTICLE 3

# The Medical Sleuths of the Rockies*

**by Steven M. Spencer**

**READING PRACTICE 3** *In a book, magazine, or newspaper that you like, practice reading for speed and comprehension. Make a record of each such practice in Chart 3 on page 8 of the* PROGRESS FOLDER. *Then do Reading Article 3.*

**READING ARTICLE 3** *Before you begin reading Article 3, record your starting time in the Time Record on page 4 of the* PROGRESS FOLDER. *Then read Article 3. Read it as fast as you can, but make sure you understand what you are reading.*

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A MEDICAL-RESEARCH scientist studies a field of apparently related diseases the way an astronomer studies a corner of the heavens. As the astronomer sometimes comes up with a "new" star—that is, a newly discovered star—so the medical scientist sometimes comes up with a "new" disease. Once a new disease has been pin-pointed and classified, the task of finding a specific cure for it is simplified. But how does the scientist know when he has discovered a new disease?

A current answer to this question is to be found in what may seem to be an unlikely setting—in the small, quiet community of Hamilton, Montana, where the Rocky Mountain Laboratory, an outpost of the United States Public Health Service, is located. This laboratory specializes in cultivating a relatively new field, that of "diseases of nature," or infections caused by germs which reside in or on wild and domestic animals, and are transmitted by ticks, mites, mosquitoes, lice and other small organisms.

It was at Hamilton, in a flat agricultural valley, with the jagged Bitterroot Mountains in front and the Sapphire Range in back, that the vaccine for Rocky Mountain spotted fever was developed in the early 1920's by Dr. Roscoe R. Spencer and the late Dr. Ralph R. Parker. The latter became director of the Rocky Mountain Laboratory and brought it to pre-eminence as a center for investigating other diseases of nature. These include plague, tularemia, equine sleeping sickness, undulant fever, foot-and-mouth disease, and others—all of them communicable to man. One of the score is Q fever, now a troublesome problem in public health.

The scientist, tracking the germ along its circuitous pathway through insect, rodent, domestic animal and man, and trying to find out how it does what it does, meets challenging puzzles. Why, for example, does the spotted-fever germ fail to make the tick sick, bother the ground squirrel or the dog not at all, and then knock a six-foot man down with a fatal illness? Do the tick, the rodent and the dog have some secret metabolic defense that protects them? If so, what is it? More intimate study of the curious host-parasite relationships found in these diseases may answer such questions and reveal facts and principles of value in controlling a whole list of infectious diseases.

Keeping close company with insect-borne diseases and trying to identify new ones involve a high degree of hazard. In spite of all precautions, the Rocky Mountain Laboratory has had seventy-nine cases of occupational infections in twenty-seven years, spotted fever leading the list with twenty-four, tularemia next with twenty, and epidemic typhus third with nineteen. Five lab workers at Hamilton have lost their lives while developing germ-fighting weapons to save others. Three died from spotted fever and one from tularemia. The most recent death, in 1944, was that of Senior Scientific Aide Philip LeRoy Jones, who got a fatal dose of scrub-typhus germs when a syringe slipped and pricked his hand.

One cannot study the diseases of nature without an adequate supply of wildlife, and the Rocky Mountain Laboratory boasts a more varied collection than any other medical-research institution in the country. Its zoo population has ranged literally from mites to mountain lions and grizzly bears. Three fieldmen—all veteran woodsmen—are kept busy shooting or trapping animals which are involved in the spread of diseases under study. Taking cage-type live traps, they jeep and hike into the hills after jack rabbits, pine squirrels, ground squirrels, chipmunks and muskrats, and high up near the mountain peaks they find the whistling marmot and the little rock rabbit, or haystacker, so named because it cuts its own hay, lets it cure out and then piles it under a rock ledge. Steel traps with cloth-padded jaws are set for the larger animals, such as bear, coyote and bobcat. In the winter the men camp out near their trap lines and run them frequently to remove the animals before they freeze.

The laboratory's domestic-animal population is

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currently about 35,000, including mice, rats, guinea pigs, hamsters, rabbits, monkeys and twenty-four head of cattle. Its yellow-fever-vaccine program requires about 60,000 young mice per year for standardizing the doses, and for all purposes about 300,000 mice were reared in 1950.

The Rocky Mountain Laboratory could hardly do business without ticks. Ticks figured prominently in the discovery of Q fever. The story of Q fever stretches from Montana to Australia. The Montana sequence starts with Dr. Gordon E. Davis, a bacteriologist who is a world authority on the transmission of disease by ticks. His first small clue to Q fever was an oversize spleen in a sick guinea pig. The guinea pig had served as a laboratory lunch counter for fifty winter-starved ticks collected from bushes along Nine Mile Creek, seventy miles northwest of Hamilton.

"If this were spotted fever," Doctor Davis mused aloud as he probed the swollen organ, "the spleen would be big, all right, but not this big." It was four times normal size. And when blood from this animal was injected into other guinea pigs and they, too, became feverish and died—with enormous spleens—Doctor Davis began to suspect he had something. Various immunity tests ruled out known diseases. Since the germ had passed through a porcelain filter, Doctor Davis assumed tentatively that it was a new virus, named the disease "Nine-Mile fever," and kept it going in guinea pigs.

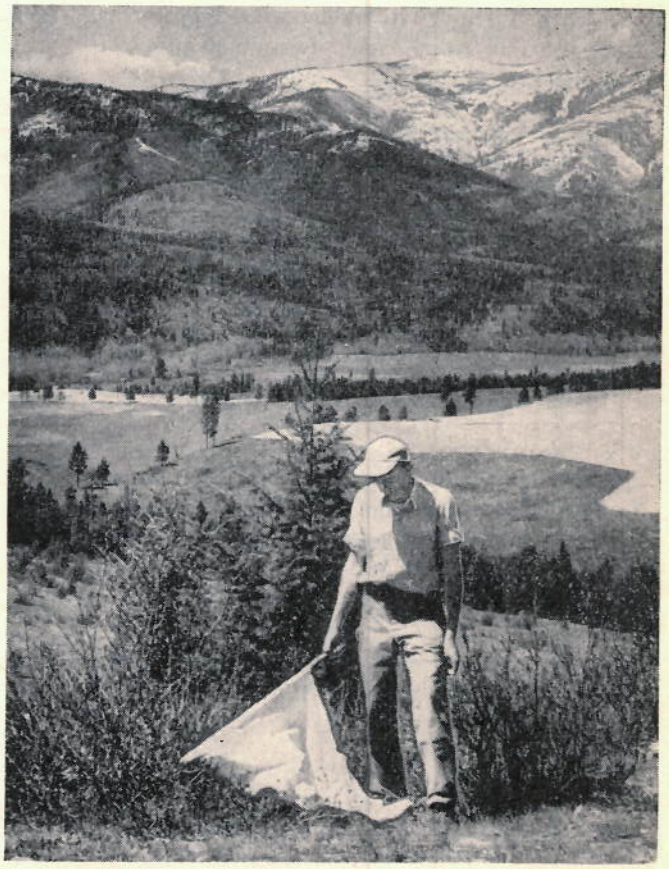
That the germ was not a virus, but a very small rickettsia was discovered later at Hamilton by Dr. Herald R. Cox. Smaller than bacteria, but larger than viruses, the rickettsiae are the most typical of the germs found in diseases of nature, since they prefer residence in the bodies of ticks, lice and other insects.

In the same year, 1935, that Doctor Davis tested his Nine Mile ticks, two Australian scientists, Dr. E. H. Derrick, of the Queensland Health Department, and Dr. Frank M. Burnet, eminent bacteriologist and virologist of Melbourne, discovered a new disease in Brisbane slaughterhouse workers. They identified the rickettsia responsible for it, and named it "Q fever"—for "query," because it posed so many unanswered questions. They also found the germ in ticks infesting a small Australian mammal, the bandicoot. But because of delay in publication, the Australian and Montana groups were for several years unaware of each other's findings.

The connection was made, with painful suddenness, by Dr. Rolla E. Dyer, a rickettsial-disease expert at the National Institutes of Health, the United States Public Health Service research center, at Bethesda, Maryland, of which he is now director. The idea literally hit him in the face, a blow that made his eyeballs ache and gave him a fever, chills and drenching sweats. It was in May, 1938, and he had just returned from Hamilton, Montana, where he had handled guinea pigs infected with Nine-Mile fever. Suspecting they might have had something to do with his sudden illness, he tested his own blood against Nine-Mile rickettsiae and proved the diagnosis—thus becoming the first person in the United States to catch Nine-Mile fever and know what he had.

Then, on a hunch, he also tested his blood against some germs of Q fever, which had been sent him recently in mouse spleens from Doctor Burnet's laboratory in Australia. Sure enough, Doctor Dyer's blood was positive for that too. Nine-Mile fever and Q fever, discovered on opposite sides of the world within a few months of each other, were thus shown to be one and the same infection.

The new antibiotic, aureomycin, is proving an effective treatment for Q fever, as well as for spotted fever and other rickettsial diseases. A vaccine being made at the Rocky Mountain Laboratory has been distributed to all laboratories handling Q fever and is showing evidence of protecting the lab workers. It is also being used experimentally on cattle, at Hamilton and other places, but it will be a year or two before its effectiveness in this application can be proved.



**A fieldman flags for ticks, carriers of many "diseases of nature." He assists the medical sleuths of the Rocky Mountain Laboratory, an outpost of the U. S. Public Health Service.**

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*As soon as you finish reading Article 3, record your finishing time in the Time Record on page 4 of the* PROGRESS FOLDER. *Then read Test 3 on the next two pages of this* READING BOOK.

## READING TEST 3 The Medical Sleuths of the Rockies

*Read Item 1 and select the answer which you believe is correct. Print the letter of your answer in the Answer Record on page 4 of the* PROGRESS FOLDER. *Do each of the other items in the same way.*

1. The medical-research scientist sometimes discovers a "new" disease through his studies of diseases that appear to be
   (A) curable
   (B) related
   (C) preventable
   (D) rare
   (E) serious

2. The scientist always tries to identify and classify a new disease mainly because this helps him
   (A) to give the disease to laboratory animals
   (B) to become famous for discovering the disease
   (C) to keep from catching the disease
   (D) to find a specific cure for the disease
   (E) to find wild animals having the disease

3. As part of the United States Public Health Service, the Rocky Mountain Laboratory at Hamilton, Montana, specializes in so-called
   (A) "diseases of nature"
   (B) "diseases of man"
   (C) "diseases of small animals"
   (D) "man-made diseases"
   (E) "incurable diseases"

4. In the early 1920's Dr. Spencer and the late Dr. Parker of the Rocky Mountain Laboratory developed the vaccine for treating
   (A) bubonic plague ("Black Plague")
   (B) Nine-Mile fever ("Q fever")
   (C) tularemia ("rabbit fever")
   (D) undulant fever ("milk fever")
   (E) spotted fever ("tick fever")

5. The Rocky Mountain Laboratory has been a pioneer in research dealing with diseases that are carried from animal to animal and from animal to man by
   (A) small plants
   (B) water
   (C) tiny animals
   (D) large animals
   (E) air

6. In studying Rocky Mountain spotted fever, the laboratory's scientists have not yet discovered the answer to this puzzling question:
   (A) What are the main symptoms of this disease in man?
   (B) Why does the germ kill a man but not sicken a tick or dog?
   (C) How is spotted fever transmitted to a man, tick, or dog?
   (D) Where in the United States is spotted fever found?
   (E) When during the year is spotted fever most common?

7. At the Rocky Mountain Laboratory, the diseases that caused the largest number of occupational illnesses among the workers were:
   (A) typhoid fever, Nine-Mile fever, and scarlet fever
   (B) plague, sleeping sickness, and undulant fever
   (C) cancer, heart disease, and tuberculosis
   (D) malaria, elephantiasis, and dysentery
   (E) spotted fever, tularemia, and epidemic typhus

8. The Rocky Mountain Laboratory was located where it is mainly because the near-by country has large numbers of
   (A) different domestic animals
   (B) square miles per person
   (C) different wild animals
   (D) different insect pests
   (E) valleys, mountains, and streams

9. The laboratory's collection of wild animals ranges in size
   (A) from mice to monkeys
   (B) from ticks to turkeys
   (C) from lice to leopards
   (D) from mites to mountain lions
   (E) from hamsters to haystackers

10. The three fieldmen keep busy shooting and trapping wild animals in the mountains and valleys mainly so that the laboratory can study
    (A) the cause of certain diseases
    (B) the spread of certain diseases
    (C) the cures for certain diseases
    (D) the preventives for certain diseases
    (E) the seriousness of certain diseases

*Please do not look back at the article while you are doing the test.*
*Please do not make any marks on the test or elsewhere in this book.*

11. The laboratory's domestic-animal population, including mice, rats, guinea pigs, hamsters, rabbits, monkeys, and cattle, is about
(A) 35,000
(B) 25,000
(C) 15,000
(D) 10,000
(E) 5,000

12. In standardizing doses of yellow fever vaccine, the laboratory every year uses thousands of
(A) ticks
(B) rickettsiae
(C) guinea pigs
(D) mosquitoes
(E) mice

13. Dr. Davis, laboratory bacteriologist, in 1935 obtained his first clue to Nine-Mile fever when
(A) he found an enormous spleen in a sick guinea pig
(B) he learned a guinea pig had fed 50 winter-starved ticks
(C) he examined the blood of 50 ticks from Nine-Mile Creek
(D) he heard about the disease from Australian scientists
(E) he contracted Nine-Mile fever while handling sick guinea pigs

14. In checking upon his belief that he had discovered a "new" disease, Dr. Davis
(A) let the infected ticks feed on healthy guinea pigs
(B) allowed the infected ticks to bite his arm
(C) saw new germs in a drop of the guinea pig's blood
(D) caught the disease accidentally in the laboratory
(E) injected blood from the sick guinea pig into healthy ones

15. Rickettsiae, which are smaller than bacteria but larger than viruses, seem to prefer to live in the bodies of
(A) mice, rats, and other rodents
(B) guinea pigs, rabbits, and other small animals
(C) ducks, owls, and other wild birds
(D) ticks, lice, and other insects
(E) cattle, horses, and other hooved animals

16. In 1935, Dr. Derrick and Dr. Burnet, two Australian scientists, discovered a new disease and the germ that caused it, while they were examining ill
(A) hunters and trappers
(B) slaughterhouse workers
(C) laboratory workers
(D) guinea pigs
(E) mice and rats

17. The Australian scientists named the new disease "Q fever" because it
(A) was so hard to quell after it started
(B) was so common among wild quail
(C) raised so many unanswered questions
(D) spread so quickly from animal to animal
(E) answered so many puzzling questions

18. Dr. Dyer first suspected that his sudden illness was caused by Nine-Mile fever because he had recently
(A) found Nine-Mile fever germs in his own blood
(B) determined the main symptoms of Nine-Mile fever
(C) noticed that his spleen was greatly swollen
(D) handled guinea pigs infected with Nine-Mile fever
(E) inoculated healthy guinea pigs against Nine-Mile fever

19. In 1938, Dr. Dyer made this very important discovery:
(A) Nine-Mile fever and Q fever are caused by the same germ.
(B) Nine-Mile fever and Q fever are caused by the same tick.
(C) Ticks are the main carriers of Nine-Mile fever germs.
(D) Nine-Mile fever is caused by a particular germ.
(E) Nine-Mile fever swells the spleen more than does spotted fever.

20. In its efforts to control Nine-Mile fever, the Rocky Mountain Laboratory has developed and is experimenting with
(A) an insecticide for the ticks carrying the disease
(B) an antibiotic to treat animals having the disease
(C) a vaccine to protect animals against the disease
(D) a sulpha drug to cure animals having the disease
(E) an antiseptic for the workers handling the disease

NEXT—*Follow the directions on page 88 of this* READING BOOK.

ARTICLE 4

# Can Man Control the Weather?*

## by Norman & Madelyn Carlisle

**READING PRACTICE 4** *In a book, magazine, or newspaper that you like, practice reading for speed and comprehension. Make a record of each such practice in Chart 3 on page 8 of the* PROGRESS FOLDER. *Then do Reading Article 4.*

**READING ARTICLE 4** *Before you begin reading Article 4, record your starting time in the Time Record on page 4 of the* PROGRESS FOLDER. *Then read Article 4. Read it as fast as you can, but make sure you understand what you are reading.*

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OUR LIFE on this planet is a never-ending struggle against a brutal and relentless enemy—the weather. Hurricanes slash at coastal regions, tornadoes strike without warning, blizzards grip wide areas in a white strangle hold.

Hailstones destroy crops, lightning rips through the skies, cloud masses blanket the sun, fogs choke off visibility. Not a minute goes by that the weather is not, at some point, attacking our very right to live on this earth.

On this weather-tortured planet of ours, the weather comes from the sun. Day after day this great atomic furnace hurls prodigious energy into our atmosphere — some 127 trillion horsepower every 24 hours — a bombardment that sets the whole machinery of weather in motion.

Some of these solar short waves are absorbed by the earth, some are returned to the atmosphere as heat. However, parts of the earth's surface send back more heat than others, so that distribution of energy in the atmosphere is uneven, resulting in onslaughts of savage weather. What the scientists propose to do is make that energy expend itself in different ways and at different places than would be the case if nature followed her normal bent.

The first big weapon in our war on weather is a fantastic machine at Princeton, New Jersey, presided over by Dr. Vladimir K. Zworykin, RCA's genius of electronics, and Dr. John von Neumann of the Institute for Advanced Study. By the time it is completed, the device will fill a room with hundreds of electronic tubes, miles of wiring, and batteries of complicated switchboards. Its powers are magic.

If scientists want to stop a snowstorm, create a rain or halt a hurricane, this amazing machine can tell them what to do, and where and when, even if the action is to take place thousands of miles away.

Glance into the future to see how it works. North of the equator, in the glassy-smooth doldrums, a slight movement of air begins. It can be a harmless little swirl, or it may be the start of a hurricane like the deadly one that ripped Miami in 1926, or the one that tore through Florida and Louisiana in September, 1947.

Peering down at this air in motion, sizing it up, is an electronic eye more perceptive than any human eye. Housed in a high-flying weather-control plane, it sees and records thousands of such air movements. Now radio messages flash northward. A few minutes later a tape starts to unwind silently into that machine at Princeton. Seconds later, scientists peer at needles as they move. A man leaps to a facsimile machine, punches out a message: "ESC (Equatorial Storm Control) No. 18. Apply factor C, sector 14896, at 17.08."

At exactly 17.08 a plane is droning above an expanse of ocean, close to the water. From its fuselage pours a black curtain of oil. The plane climbs and a small rocket races downward in a red streak. In a moment the ocean bursts into flames. A few minutes later comes a torrential tropical rain.

In the plane a weather-control expert taps out a teletype report: "Control operation completed." In Florida, and far to the north, people go to sleep that night, comfortably unaware that lives have been saved and millions in property damage averted.

What, precisely, had halted the hurricane? The burning oil heated the air above, causing it to rise. This left a gap into which rushed the surrounding air, in this case air eddying itself into a hurricane. It too was heated, then pushed upward where it cooled rapidly. Thus the moisture condensed and fell into the sea as harmless rain.

That Princeton machine doesn't do anything about the weather directly. It is an electronic analyzer, with powers surpassing those of the human brain. As reports poured in from a chain of weather stations—Dr. Zworykin thinks a 3,000-mile chain would be needed for North America alone—the machine would take over the important job of analyzing hundreds of factors in a matter of seconds.

Such speed is vital if weather is really to be controlled. With the limited number of weather stations in operation today, the weathermen can't possibly

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compute data fast enough to regulate the weather. They can only predict—and it is rough predicting.

Even without this miraculous electronic brain, science is already off to a brilliant start in one kind of weather control—rain-making. Last spring, Col. Eckley S. Ellison, chief of the Portland, Maine, weather bureau, climbed into a plane. He was going to *make* the weather do just what he had predicted it would—rain.

Above a cloud, Ellison dropped pellets of dry ice. A few moments later rain was falling on a parched countryside below. Before Ellison's man-made rainfall, two scientists had gone up to 23,000 feet above Australia in a four-engine plane. Five minutes after they treated a cloud formation, rain began to fall over a 20-square-mile area.

These spectacular achievements are a direct outgrowth of experiments conducted by Vincent Schaefer of General Electric who, with Dr. Bernard Vonnegut, made the discovery that dry ice can cause certain kinds of clouds to release moisture. The action is based on the fact that water in some clouds doesn't seem to know that it should freeze at 32 degrees, or even lower. Find a way to make these particles freeze and they will turn into ice or snow and fall, changing to rain if the lower air levels are warm.

Dry ice provides nuclei on which the droplets in these super-cooled clouds can collect and freeze. Or silver iodide, which also produces an incredible number of nuclei, can be used.

Our new-found ability to bring rain from the skies may enable us to end deadly droughts and to turn desert regions into fertile areas. The effect on other parts of the globe may be even more profound —for example, in the great arid areas of Chile and Australia, where more rainfall would produce more food for a hungry world.

Can the technicians control another great weather challenge—the temperature? When cloud conditions are just right, the simplest way to bring relief to a heat-stricken city is to have the weatherman conjure up a rainstorm. This has already been done in several communities, but there may be a much bolder answer to the challenge of heat.

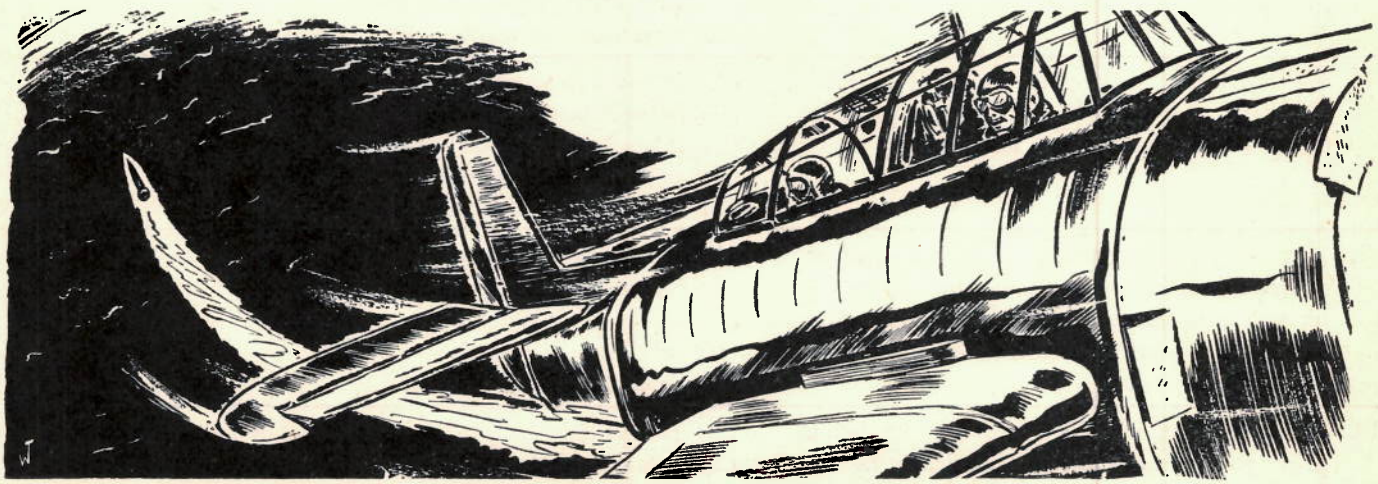
With atomic power, it may be possible some day to maintain batteries of gigantic heat pumps—devices that work much like your mechanical refrigerator. The pumps would extract heat from the air, injecting it into the water under the earth. In winter, the process could be reversed to heat a city.

On the military end, the Army Signal Corps is engaged in a secret project that may have sweeping implications. Scientists and military men make no secret of the fact that weather control will likely be a frightful weapon in any super-war—ranking with atom bombs and bacteriological warfare.

They see great weather machines laying siege to the enemy country's rainfall, making clouds drop their moisture in useless areas while crops shrivel and once-fertile land becomes a desert. They see blizzards sent raging against whole countries, wrecking transportation systems. They see violent cloudbursts, launching millions of tons of water into river systems to create raging floods. They see hurricanes diverted to devastate enemy countrysides. They see the diversion of ocean currents to turn warm lands into glacial wilderness and temperate climates into steaming tropics.

The prospect is one more nightmare to haunt the minds of those who talk of super-war. Meanwhile our military men push ahead into this frontier that is even richer in possibilities for benefiting mankind than in opportunities for destruction.

Surely it is comforting to picture a world in which man would no longer have to fear the violence of the elements. When that happy day arrives, you will be able to read a weather forecast and know that it means what it says, because the people who made the forecast will also be making the weather.



**The climbing plane shoots a small rocket that sets fire to a curtain of oil, below. The burning oil breaks up the baby hurricane.**

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*As soon as you finish reading Article 4, record your finishing time in the Time Record on page 4 of the* PROGRESS FOLDER. *Then read Test 4 on the next two pages of this* READING BOOK.

READING TEST **4** **Can Man Control the Weather?**

*Read Item 1 and select the answer which you believe is correct. Print the letter of your answer in the Answer Record on page 4 of the* PROGRESS FOLDER. *Do each of the other items in the same way.*

1. Throughout their article the authors refer to weather as
   (A) a relative of man
   (B) a stranger to man
   (C) a friend of man
   (D) an enemy of man
   (E) a companion of man

2. Our right to live on this planet, the authors state, is always at some place being
   (A) protected by the weather
   (B) ignored by the weather
   (C) aided by the weather
   (D) challenged by the weather
   (E) changed by the weather

3. Every 24 hours the sun bombards the earth with tremendous energy amounting to
   (A) 127 million horsepower
   (B) 127 thousand horsepower
   (C) 127 trillion horsepower
   (D) 127 billion horsepower
   (E) 127 quadrillion horsepower

4. Some solar short waves are absorbed by the earth's surface while others are returned to the earth's atmosphere as
   (A) light
   (B) sound
   (C) electricity
   (D) wind
   (E) heat

5. So-called bad weather is due to the fact that the distribution of energy in the earth's atmosphere is
   (A) uneven
   (B) changing
   (C) even
   (D) unpredictable
   (E) seasonal

6. The authors point out that the Princeton machine for studying the weather is
   (A) fairly simple
   (B) very expensive
   (C) easily understood
   (D) very complicated
   (E) very powerful

7. If scientists want to stop a snowstorm, start a rain, or halt a hurricane, the Princeton machine can tell them
   (A) why to do it and how to do it
   (B) whether to do it and who is to do it
   (C) what to do and where and when to do it
   (D) why, when, and where to do it
   (E) what to do and why to do it

8. The hurricanes striking the coast of Florida, Louisiana, and the other Gulf states, begin in the calm doldrums that are located
   (A) in South America just north of the equator
   (B) in the Atlantic Ocean just south of Greenland
   (C) in northwest Canada just south of the Arctic Circle
   (D) in the Atlantic Ocean just north of the equator
   (E) in the Gulf of Mexico just north of Central America

9. In tracking a hurricane over the sea, the weather observer in a high-flying plane uses a special instrument to measure and record the direction and force of wind movements. This instrument is
   (A) an electronic barometer
   (B) an electronic eye
   (C) an electronic telescope
   (D) an electronic altimeter
   (E) an electronic television set

10. After the weather observer in the high-flying plane gets the facts about a hurricane, he immediately
   (A) radioes these facts to the Princeton station
   (B) puts these facts on a tape for the Princeton machine
   (C) radioes these facts to a weather-control plane
   (D) orders a land-based plane to apply certain controls
   (E) uses these facts to break up the hurricane

*Please do not look back at the article while you are doing the test.*
*Please do not make any marks on the test or elsewhere in this book.*

11. The weather control plane broke up the hurricane at sea
(A) by pouring a curtain of dry ice and by setting it on fire
(B) by pouring a curtain of gasoline and by setting it on fire
(C) by spraying the water with oil and by freezing it
(D) by shooting hundreds of rockets into the head of the storm
(E) by pouring a curtain of oil and by setting it on fire

12. The burning fuel caused the air that was whirling itself into a hurricane
(A) to rise rapidly
(B) to move in all directions
(C) to whirl even faster
(D) to become very still
(E) to fall rapidly

13. The Princeton machine
(A) does away with the need for human brains
(B) controls weather conditions quickly and directly
(C) replaces land, sea, and air weather stations
(D) sends weather predictions instantly to many stations
(E) analyzes weather facts within a few seconds

14. In successful rain-making experiments, the pilot of a plane
(A) shoots pellets of dry ice under a cloud formation
(B) explodes pellets of dry ice above a cloud formation
(C) drops pellets of dry ice above a cloud formation
(D) drops pellets of dry ice into a lake or river
(E) sets fire to an oil curtain just above a body of water

15. The material used in rain-making experiments forces the moisture in clouds
(A) to boil and fall as rain or mist
(B) to freeze and drop as ice or snow
(C) to evaporate and rise as water vapor
(D) to expand and drop as ice or rain
(E) to separate into oxygen and hydrogen

16. The rain-making ability developed by scientists will help the peoples of the world mainly by
(A) increasing the food produced in droughts and deserts
(B) reducing the damage from floods and water erosion
(C) reducing hot summer temperatures in cities
(D) speeding up air transportation in cloud-covered places
(E) providing more water for drinking and bathing

17. The air covering a city may some day be "air-conditioned" by subtracting heat in summer and by adding heat in winter. This may be possible through the use of gigantic pumps that are driven by
(A) heat from inside the earth
(B) sun rays
(C) fuel oil
(D) electricity
(E) atomic power

18. In preparing for a possible super-war, American scientists and military men are working on a secret project to control the weather over the enemy's homeland. This project is being carried on by
(A) the Naval Observatory
(B) the Army Signal Corps
(C) the Atomic Energy Commission
(D) the Marine Laboratory
(E) the United States Weather Bureau

19. In a super-war, scientists may be able some day to change warm and temperate lands into arctic wastes or tropical jungles by changing the direction of
(A) underground streams
(B) prevailing winds
(C) ocean currents
(D) important rivers
(E) earth movements

20. Sometime in the future you will know exactly what the weather will be because scientists are
(A) predicting the weather
(B) making the weather
(C) reporting the weather
(D) planning the weather
(E) studying the weather

NEXT—*Follow the directions on page 88 of this* READING BOOK.

ARTICLE 5

# A Day in Lincoln's Life*

**by Stefan Lorant**

**READING PRACTICE 5** *In a book, magazine, or newspaper that you like, practice reading for speed and comprehension. Make a record of each such practice in Chart 3 on page 8 of the* PROGRESS FOLDER. *Then do Reading Article 5.*

**READING ARTICLE 5** *Before you begin reading Article 5, record your starting time in the Time Record on page 4 of the* PROGRESS FOLDER. *Then read Article 5. Read it as fast as you can, but make sure you understand what you are reading.*

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ON THE morning of May 6, 1858, Abraham Lincoln threw a few things in his carpetbag, tucked some papers inside his stovepipe hat and set out from his Springfield home to make the 45-mile journey to Beardstown, where the following day he was to defend young Duff Armstrong on a murder charge.

The indictment read that William ("Duff") Armstrong and his friend James Norris were guilty of the death of James Preston Metzker. Norris was convicted of manslaughter and sentenced to eight years in jail.

Upon Lincoln's arrival in Beardstown he went to the National Hotel and took lodgings. Probably Hannah Armstrong, Duff's mother, was there waiting for him and William Walker, the lawyer who had represented Duff and who brought with him the notes of the testimony given at the trial of Norris.

Next morning they were in court. Walker conducted the examination for the defense. Occasionally Lincoln prompted and advised him, but most of the time he sat there quietly and listened. "The evidence bore heavily on his client," related Henry Shaw, the assistant prosecutor. "There were many witnesses, and each one seemed to add one more cord that seemed to bind him down, till Mr. Lincoln was something in the situation of Gulliver after his first sleep in Lilliput." Duff was sitting in the dock, not allowed to speak, as the Illinois law then did not permit the defendant to testify in his own behalf.

After a number of witnesses appeared, Charles Allen, a house painter from Petersburg, Illinois, was called to the stand. It was Allen's testimony in the previous trial that had led to Norris' conviction. He repeated the same story. Yes, there was such bright moonlight on the night of the deed that he could see Norris hitting Metzker on the back of the head with the neck yoke of a wagon, and he saw Armstrong striking him in the right eye with a slung shot.

A young lawyer — Abram Bergen — sat in the courtroom wondering what Lincoln would do. He watched him "with his head thrown back, his steady gaze apparently fixed upon one spot of the blank ceiling, entirely oblivious to what was happening around him, and without a single variation of feature or noticeable movement of any muscle of his face." He saw Lincoln rising and taking over the cross-examination of Allen.

Duff Armstrong told a writer later how Allen swore that "it was a full moon and almost overhead. 'Uncle Abe' asked him over and over about it, but he stuck to it. Then he said he saw me strike Metzker with a slung shot. 'Uncle Abe' asked him to tell how it was done. He got up and went through the motion, struck an overhand blow just as he declared he saw me do by the light of the full moon. 'Uncle Abe' had him do it over again. After Allen's testimony everyone thought I would be convicted. After 'Uncle Abe' had talked to the jury a little while he said: 'Now I will show you that this man Allen's testimony is a pack of lies; that he never saw Armstrong strike Metzker with a slung shot; that he did not witness this fight by the light of the full moon, for the moon was not in the heavens that night!' "

Lincoln turned to the sheriff. During the recess of the court Lincoln had given him an almanac taken "from his capacious hat." Lincoln asked for the almanac and, turning to the page of Aug. 29, 1857, showed the judge and the jury that the moon was not in the position which Allen had said but was low in the western sky—almost setting. There was a flurry and laughter in the courtroom. The testimony of Allen was shaken.

But Lincoln had further surprises up his sleeve. He called William Watkins to the stand. The state had produced a slung shot found near the scene of the fight as evidence that it belonged to Duff Armstrong. Watkins swore that the slung shot was his, and gave an exact description of how he had made it.

Then Lincoln asked for Dr. Charles Parker. The doctor testified that Metzker could have died from the injuries which he received when he fell from his horse after the fight.

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*Condensed from *Life*, February 9, 1948. Copyright 1948, by Time, Inc., New York. Reprinted with permission of the publisher and the author.

With such evidence Lincoln went to the jury. It was a hot day, and he took off his coat and discarded his vest as he began to speak. He removed the wide tie that clung uncomfortably to his Adam's apple.

"Slowly and carefully," so his fellow lawyer related, "he reviewed the whole testimony and picked it all to pieces." He told the jury that if Allen were so badly mistaken in such an important fact as the position of the moon, he might also be in error about what he had seen. Lincoln's long arms traveled through the air, underlining each of his words. While he spoke "his eyes brightened perceptibly and every facial movement seemed to emphasize his feeling and add expression to his thoughts. *Then* vanished all consciousness of his uncouth appearance, his awkward manner or even his high-keyed unpleasant voice, and it required an extraordinary effort of the will to divert attention to the man, so concentrated was every mind upon what he was saying."

During the speech Lincoln dramatically cut open the slung shot and showed to the jury that it was made exactly as Watkins had said in his testimony (pit lead, about the size of a large hickory nut, with a piece of leather cut from the top of one of his boots and sewed into the shape of a slung shot).

He had now been talking for more than an hour, and he was through with the evidence; but there were a few personal words which he wanted to say.

"Gentlemen, I appear here without any reward for the benefit of that lady sitting there," said he, pointing to the crying Hannah Armstrong, "who washed my dirty shirts when I had no money to pay her." And he told the jury how he had arrived at New Salem as a young man and how he, a penniless stranger, had been given shelter and food by Duff's father and mother. He talked of the hardships of pioneer days and the struggles he and the Armstrongs had had, and he related how he had rocked Duff in his cradle when he was a baby. He spoke of Jack Armstrong, the father of the defendant, who had died just a short while ago, and of the plight of the widow and of the hopeless, desolate life that would be hers if her son were sentenced. He said that he did not believe that a son of such kindly people could be a murderer. And he pleaded for Duff's life because God willed that this was a small way in which he could repay his debts to the friends who had been so kind to him in his youth.

Tears trickled down his homely face. "They were genuine," said Henry Shaw, the assistant prosecutor. "Such was the power and earnestness with which he spoke that jury and all sat as if Entranced, and when he was through found relief in a Gush of tears," wrote Walker, his fellow lawyer.

The prosecutor summed up for the state. He insisted upon conviction. While he was speaking, Lincoln wrote some instructions for the jury. He handed the sheet of paper to Judge Harriott, and the Judge gave the instructions to the 12 men exactly as Lincoln wrote them.

After that the jury retired and everybody went out to eat. Hannah grabbed Lincoln's hands, thanking him and overcome with emotion. Lincoln told her, "He will be free before sundown."

When the jury returned, Milton Logan, the foreman, handed in the verdict. It was "Not guilty." Lincoln turned to Hannah, "What did I tell you?" And thoughtfully he added, "I pray to God that this lesson may prove in the end a good lesson to him and to all."

**Using the almanac, Lincoln showed the judge and jury that the moon was not overhead as Allen said but was low in the western sky.**

*As soon as you finish reading Article 5, record your finishing time in the Time Record on page 4 of the* PROGRESS FOLDER. *Then read Test 5 on the next two pages of this* READING BOOK.

## READING TEST 5 A Day in Lincoln's Life

*Read Item 1 and select the answer which you believe is correct. Print the letter of your answer in the Answer Record on page 4 of the* PROGRESS FOLDER. *Do each of the other items in the same way.*

1. On the May morning when Abraham Lincoln made his trip from Springfield to Beardstown to help defend William ("Duff") Armstrong, Lincoln carried his papers inside
   (A) his stovepipe hat
   (B) his carpetbag
   (C) his brief case
   (D) his coat pocket
   (E) a large envelope

2. Before the trial of Duff, his chances of winning an acquittal on the charge of murdering James Metzker were poor especially because his companion, James Norris, had
   (A) been convicted of manslaughter
   (B) been acquitted of murder
   (C) been forbidden to testify for Duff
   (D) not been defended by Lincoln
   (E) blamed Duff for Metzker's death

3. When Lincoln registered at the National Hotel in Beardstown, he was probably met there by
   (A) Jack Armstrong and William Walker
   (B) Hannah Armstrong and William Walker
   (C) Duff Armstrong and his mother
   (D) Hannah Armstrong and Charles Allen
   (E) Hannah Armstrong and Henry Shaw

4. On the first day of Duff's trial,
   (A) Duff testified effectively in his own behalf
   (B) Lincoln sat uneasily and whispered often
   (C) Walker advised Lincoln in examining the witnesses
   (D) many witnesses gave strong evidence against Duff
   (E) Lincoln seemed to be breaking the cords binding him

5. During Allen's testimony, according to Abram Bergen, a young lawyer, Lincoln
   (A) glared directly at each witness who was testifying
   (B) seemed not to miss anything that was being said
   (C) changed his facial expressions as his feelings changed
   (D) watched closely the face of each of the jurors
   (E) appeared not to notice what was going on around him

6. In cross-examining Allen, Lincoln first had this witness state over and over that, on the night of the murder, he (Allen) had seen Duff hit Metzker
   (A) with his fist, by the light of a full moon
   (B) with a wagon yoke, by the light of a full moon
   (C) with a slung shot, by the light of a full moon
   (D) while on his horse, by the light of a full moon
   (E) with a gun shot, by the light of a full moon

7. Lincoln shook Allen's testimony greatly by showing the judge and the jury an almanac. This almanac pointed out that on the night of the murder
   (A) the moon was completely hidden by clouds
   (B) the moon was just rising in the eastern sky
   (C) the moon was directly overhead and very dim
   (D) the moon was almost setting in the western sky
   (E) the moon was new and very dim

8. Lincoln then had the witness, William Watkins, testify that the slung shot offered in evidence by the state had been
   (A) made so poorly it could not kill anyone
   (B) found by him and belonged to him
   (C) made by him and given to Duff
   (D) made by Duff and given to him
   (E) made by him and belonged to him

9. Lincoln next had Dr. Charles Parker testify that Metzker could have died from injuries received when he
   (A) was hit by the wagon yoke
   (B) fell from his horse
   (C) was hit by the slung shot
   (D) fell from a fist blow by Duff
   (E) was struck by a heavy stick

10. In reviewing the whole testimony before the jury, Lincoln pointed out this: Because Allen was mistaken about such an important fact as the position of the moon, he might also be in error about
    (A) what he had said
    (B) what he had heard
    (C) what he had seen
    (D) what he had done
    (E) what he had believed

*Please do not look back at the article while you are doing the test.*
*Please do not make any marks on the test or elsewhere in this book.*

11. According to his fellow lawyer, while Lincoln was reviewing the testimony, Lincoln emphasized his thoughts and feelings
(A) by moving his arms and changing his facial expressions
(B) by walking slowly or rapidly in front of the jury
(C) by lowering his voice and making it nicer to hear
(D) by taking off his coat, vest, and wide tie
(E) by staring at one spot in the ceiling of the courtroom

12. Also while Lincoln was reviewing the testimony, all those present in the courtroom paid most attention to
(A) his unrefined appearance
(B) his earnest speech
(C) his awkward manner
(D) his unpleasant voice
(E) his intense facial expressions

13. During his speech Lincoln cut open the slung shot in order to show the jury that this weapon
(A) was made from Watkins' boot, not Duff's
(B) was made of a lead ball and boot leather
(C) was very different from that described by Allen
(D) was home-made, not factory made
(E) was made exactly as Watkins had said

14. After Lincoln finished with the evidence, he pointed out that he was appearing as Duff's lawyer because he wanted
(A) to make sure Duff had a fair trial
(B) to repay the Armstrongs for past kindnesses
(C) to show that Norris, not Duff, was guilty
(D) to prove Allen was wrong in his testimony
(E) to honor the memory of Duff's father

15. Lincoln told the jury that he had arrived at New Salem as a young man who was a stranger and without money. At that time, Duff's parents had
(A) asked him to help take care of little Duff
(B) boarded him for a while at only a few dollars a week
(C) given him food, shelter, and laundry service
(D) asked him about a law problem
(E) helped him to get his first job in the small town

16. In appealing to the jury, Lincoln pointed out that if Duff were convicted and jailed, his mother (recently widowed) would have to lead
(A) an unhappy and disgraced life
(B) an impoverished and desperate life
(C) a hopeless and desolate life
(D) a worried and harassed life
(E) a lonely and friendless life

17. According to Henry Shaw, the assistant prosecutor, Lincoln's final appeal to the jury to spare Duff's life was so moving that it caused
(A) frowns on the faces of the prosecutor's staff
(B) cheers from all the spectators in the courtroom
(C) smiles on the faces of all in the courtroom
(D) tears in the eyes of all in the courtroom
(E) a mild warning from the judge

18. The judge handed the jury a sheet of instructions prepared by
(A) Lincoln
(B) the judge himself
(C) the prosecutor
(D) the jury foreman
(E) Walker

19. After the jury had retired, Lincoln indicated to Duff's mother that he was sure the jury would bring in
(A) a request for a new trial
(B) a verdict of "Guilty"
(C) no verdict
(D) a request for mercy
(E) a verdict of "Not Guilty"

20. After the jury handed in its verdict, Lincoln thoughtfully said to Duff's mother; "I pray to God that this lesson may prove in the end a good lesson to him and to all." By this, Lincoln may well have meant:
(A) "Do unto others as you would have others do unto you."
(B) "It's better to be safe than sorry."
(C) "A man is known by the company he keeps."
(D) "Don't trouble trouble or it will trouble you."
(E) "Judge not that ye be not judged."

NEXT—*Follow the directions on page 88 of this* READING BOOK.

ARTICLE 6

# The Breakfast Road to Health*

## by Clive Howard

**READING PRACTICE 6** *In a book, magazine, or newspaper that you like, practice reading for speed and comprehension. Make a record of each such practice in Chart 3 on page 8 of the* PROGRESS FOLDER. *Then do Reading Article 6.*

**READING ARTICLE 6** *Before you begin reading Article 6, record your starting time in the Time Record on page 4 of the* PROGRESS FOLDER. *Then read Article 6. Read it as fast as you can, but make sure you understand what you are reading.*

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THE UNITED STATES spends far too little time at the breakfast table. Only a handful of people devote as much as 30 minutes to the morning meal. Many gulp it down in less than five minutes. Even more alarming, there are millions—including many children—who skip breakfast entirely.

In the same national survey which yielded these startling facts, every adult and child was asked a routine question: "If you had to go without one meal a day, which would you omit?" One of every two said: "Breakfast, of course."

A group of nutrition experts stationed themselves in a busy drugstore in Albany, New York. Each morning for six days, they noted what the patrons, mostly white-collar workers from near-by offices, ate for breakfast. Four out of five went to work with no more than a cup of coffee and a roll or sweet bun. Some had only a cigarette and soft drink.

During lunch hour in a West Coast industrial plant, health authorities questioned 5,000 workers. More than 50 per cent admitted they were eating their first meal since dinner the night before. For some, the fast had lasted 16 hours.

Even children, who need proportionately more food than adults, have inherited the modern American habit of either going without breakfast or eating too little in too great a hurry. The teachers of 45 states and Puerto Rico asked some 50,000 students to write down exactly what they had for breakfast on a given day. When nutritionists examined the returns, fully two-thirds had to be filed under the ominous heading — inadequate. Worse, 8,000 youngsters admitted that they had eaten no breakfast whatsoever.

How much all this is costing America in terms of sickness, diminished productivity, and time lost from school and work, no one can estimate precisely. But surely it must accept a large part of the blame for the alarming fact that about one-third of our population is undernourished.

Nor can anyone say how many of the nearly 2,000,000 people injured in industrial accidents last year could have been saved from pain and permanent handicap—if only they had stopped to eat an adequate breakfast. Recently, industrial-safety experts set out to discover the causes of 1,000 consecutive accidents in a large ordnance depot. The first clue they turned up pointed to the eventual solution — the greatest number of accidents had taken place in the last hour before lunch.

The injured workers were interviewed. Many admitted they had come to work without breakfast; fatigue was the accomplice of the machines that had struck them down. A number of victims confessed to the growing national breakfast habit of a cup of coffee and a roll.

These workers were suffering from what science calls hidden hunger. It had dulled their customary watchfulness and slowed their physical reactions. Hence, they were prime targets for injury.

Concerned by the threat of widespread malnutrition, at least a dozen communities and one entire state have begun to campaign for better breakfasts in the last few years. Bridgeport, Connecticut, long a leader in community nutritional programs, began telling its 50,000 families to eat a better breakfast in the last year of the war. The city of Albany, partly as a result of what the nutritionists witnessed in the drugstore, launched a crusade.

Everywhere that community action has been put to the problem, one fact emerges as the reason why breakfast is the neglected meal. Most people believe that breakfast should provide about a fifth of the day's total food.

Medical authorities, however, say it must contain at least one-fourth to one-third of the daily quota of essential vitamins, minerals, proteins, carbohydrates and fats. Anything less is likely to result in lowered resistance to disease, chronic fatigue, ill temper, visible nervousness and anemia.

In children, the effects are even worse. They use up relatively more energy than adults and therefore need more food. The growing body is easily susceptible to disease. For lack of essential food factors

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which can be shared at the breakfast table, some children grow up with poor vision and impaired dental health, and are prone to accidents.

What *is* an adequate breakfast? The U. S. Department of Agriculture, with the aid of medical and nutritional authorities, has worked out a simple pattern of five basic foods which should be on every breakfast table. These five contain an adequate supply of all the essential food elements required for the first meal of the day.

1. *Fresh or canned fruit or fruit juice.* Although cantaloupes and strawberries fresh or frozen are rich in Vitamin C, citrus fruits and their juices are the most consistent and economical sources of this vital element. Nutritionally, orange or grapefruit juice is the best choice. Three-quarters of a cup yields all the Vitamin C the human body needs for the day. In addition, there are juices of various other fruits and vegetables which contain valuable nutrients.

2. *Cereal, either hot or ready to eat, either whole grain, restored or enriched.* Health authorities rank cereals among the most important of foods; they are a good source of thiamine, the mysterious agent that is necessary to convert sugar and starches into energy and acts as a brake on jumpy nerves. The breakfast cereal industry, together with the grain products group, now produce one-third of all the calories and proteins consumed in this country.

3. *Milk.* Without milk, it is virtually impossible for the human body to get its needed calcium. Yet one out of every two people seldom or never drinks milk. A pint a day for adults, and a quart for children, is the minimum set by the Department of Agriculture.

4. *Bread, either whole grain or enriched white.* Like cereals of the same type, whole grain breads contain as much iron, thiamine, and other food elements as the grain from which they are made. For those who prefer white bread, nutritionists recommend the type enriched with essential vitamins and minerals by the manufacturer.

5. *Butter.* Although jelly, preserves and other spreads contain some essential food elements, health authorities call butter a must, because it contains an extremely high concentration of Vitamin A. Margarine which has been fortified with Vitamin A is an adequate substitute.

Eggs and meat can be added to the basic five breakfast foods. Both help to round out the needed quota of proteins, the element that in children builds the body and in adults repairs tissues.

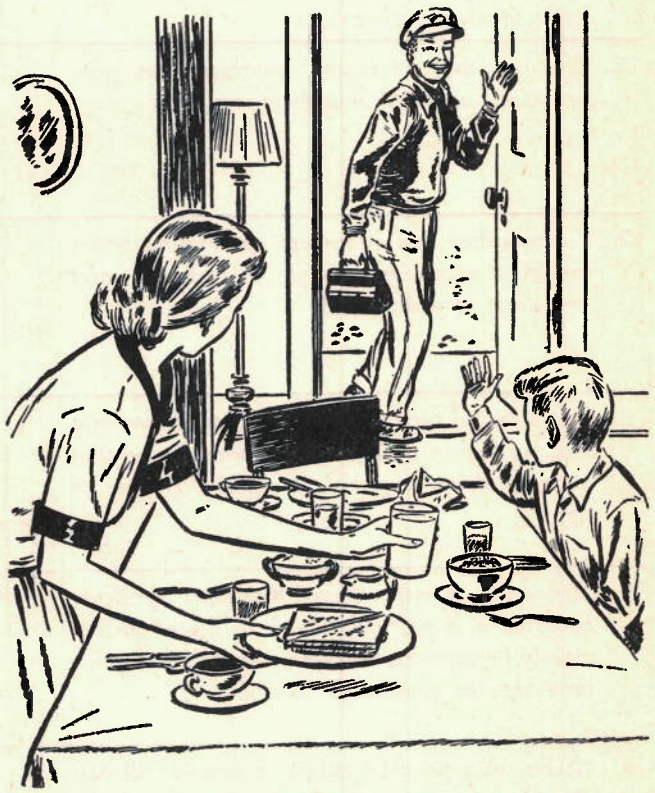
Surveys reveal that the solution to the breakfast problem rests with the American housewife. Out of 800 housewives interviewed by the U. S. Bureau of Human Nutrition, almost none had sent their husbands off to work, or their children off to school, with an adequate breakfast.

To everyone concerned with public health, the inadequate or skipped breakfast holds a threat that carries far beyond the first few hours of the day. Few people get the chance to make up at lunch the essential food elements they have missed at breakfast. The inevitable result, according to Dr. Russell M. Wilder of the Mayo Clinic, is that "an impossibly great part of the burden of providing the essential nutrients is thrown on the evening meal."

America is unquestionably the richest country on the earth in food resources. Yet the chain reaction of bad eating habits that is set in motion by millions of untouched or only sampled breakfasts constitutes a serious threat to the nation's health. The situation has been summed up in a timely warning from Dr. Robert Rothenberg, former chairman of the Cincinnati Nutrition Council.

"The proper concern of a physician is the health not only of his patients but of all people," he says. "A doctor knows that Nature has given the human animal a wonderful machine—his body—and that, given the proper chance, Nature will keep that machine in healthy condition.

"The make-up of the body and its correct working depend on the food we eat, and to get off to a good start each day requires adequate nourishment. That is why, as a physician, I practice and preach the motto: 'Eat a good breakfast to start a good day.' "



**The family pictured is eating a good breakfast to start a good day. Millions of Americans need to get on this road to health.**

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*As soon as you finish reading Article 6, record your finishing time in the Time Record on page 4 of the* PROGRESS FOLDER. *Then read Test 6 on the next two pages of this* READING BOOK.

## READING TEST 6 The Breakfast Road to Health

*Read Item 1 and select the answer which you believe is correct. Print the letter of your answer in the Answer Record on page 4 of the* PROGRESS FOLDER. *Do each of the other items in the same way.*

1. The most alarming fact about the food habits of Americans is that millions of them eat
   (A) a small breakfast
   (B) no breakfast
   (C) a moderate breakfast
   (D) a large breakfast
   (E) breakfast too fast

2. People were asked: "If you had to go without one meal a day, which would you omit?" Those answering, "Breakfast, of course," made up this proportion of all those questioned:
   (A) 10 percent
   (B) 20 percent
   (C) 30 percent
   (D) 40 percent
   (E) 50 percent

3. Nutrition experts studied the breakfast habits of drugstore patrons in Albany. They found that four out of five patrons ate breakfasts made up of
   (A) a soft drink and a cigarette
   (B) milk and a roll or sweet bun
   (C) orange juice, toast, and coffee
   (D) bacon and egg, toast, and coffee
   (E) coffee and a roll or sweet bun

4. In a West Coast industrial plant, more than half of the employees said that lunch was their first meal of the day. Some of these employees had not eaten a meal during this period of time:
   (A) 6 hours
   (B) 11 hours
   (C) 16 hours
   (D) 21 hours
   (E) 26 hours

5. Teachers in 45 states and Puerto Rico had 50,000 students write reports of exactly what they had eaten for breakfast on a given day. Nutritionists found that this proportion of students had had adequate breakfasts:
   (A) 33 percent
   (B) 50 percent
   (C) 67 percent
   (D) 83 percent
   (E) 95 percent

6. The fact that so many Americans eat poor breakfasts or go without them results in
   (A) more production, more sickness, and more absence
   (B) more production, less sickness, and less absence
   (C) less production, more sickness, and more absence
   (D) less production, less sickness, and less absence
   (E) less production, less sickness, and more absence

7. Communities and states are conducting better breakfast campaigns mainly in order to meet the threat of widespread
   (A) industrial accidents
   (B) good nutrition
   (C) malnutrition
   (D) physical exhaustion
   (E) illnesses

8. In a study of the causes of 1,000 accidents in a large ordnance plant, safety experts found that most accidents occurred at about this time of day:
   (A) between 11 A.M. and 12 Noon
   (B) between 8 A.M. (Starting time) and 9 A.M.
   (C) between 9 A.M. and 10 A.M.
   (D) between 2 P.M. and 3 P.M.
   (E) between 4 P.M. and 5 P.M. (Closing time)

9. The safety experts believed that most accidents occurred at a particular hour in the work day mainly because the workers who had had poor breakfasts or none at all became
   (A) excited and worried
   (B) tired and afraid
   (C) hungry and cautious
   (D) tired and carefree
   (E) tired and careless

10. If you eat a poor breakfast or none at all day after day, you are more likely to become
    (A) overweight
    (B) calm and careful
    (C) ill and nervous
    (D) slender and healthy
    (E) economical of money and time

*Please do not look back at the article while you are doing the test.*
*Please do not make any marks on the test or elsewhere in this book.*

| | |
|---|---|
| 11. Medical authorities believe that at breakfast you should eat this proportion of your daily food requirements: | (A) 25 to 33 percent<br>(B) 15 to 24 percent<br>(C) 10 to 14 percent<br>(D) 6 to 9 percent<br>(E) 0 to 5 percent |
| 12. The effects of poor breakfasts on children are worse than on adults because, in general, children | (A) use up relatively less energy in working and playing<br>(B) are smaller in weight and shorter in height<br>(C) are much less informed about good food habits<br>(D) use up relatively more energy in playing and growing<br>(E) are relatively more in need of good medical care |
| 13. According to experts in health and nutrition, if you are a child or youth, the best breakfast for you will include | (A) orange juice, cereal, tea, bread, and butter<br>(B) half a grapefruit, cereal, coffee, bread, and butter<br>(C) prunes, bacon, egg, milk, and toast<br>(D) peaches, cereal, cocoa, egg, and bread<br>(E) an orange, cereal, milk, bread, and butter |
| 14. The cheapest and most reliable source of Vitamin C is | (A) meat<br>(B) citrus fruits<br>(C) cod liver oil<br>(D) milk<br>(E) enriched grain products |
| 15. Found in whole and enriched grain products, the important food agent that helps to change sugar and starches into energy and to keep nerves steady is | (A) iron<br>(B) calories<br>(C) ascorbutic acid<br>(D) thiamine<br>(E) calcium |
| 16. For the human body, milk is the best and almost the only important source of usable | (A) protein<br>(B) iron<br>(C) thiamine<br>(D) calcium<br>(E) carbohydrates |
| 17. The persons who should drink at least a pint of milk a day but half of whom seldom if ever do are | (A) college-age youth<br>(B) adults<br>(C) high-school youth<br>(D) elementary school children<br>(E) pre-school children and babies |
| 18. According to Dr. Wilder of the Mayo Clinic, when people eat poor breakfasts or none at all, they throw an impossibly heavy burden of making up their daily food requirements on | (A) their mid-morning refreshments<br>(B) their noon lunches<br>(C) their mid-afternoon refreshments<br>(D) their evening meals<br>(E) their bedtime snacks |
| 19. According to Dr. Rothenberg, former chairman of the Cincinnati Nutrition Council, you should "Eat a good breakfast to start a good day." A good breakfast, he stated, helps Nature to keep | (A) your body in good working condition<br>(B) your mind always on the alert<br>(C) your teeth and eyes free from defects<br>(D) your appetite satisfied all day long<br>(E) your doctor bills as low as possible |
| 20. The fact that all too many Americans eat poor breakfasts, or no breakfasts, is mainly due to | (A) shortage of time or money<br>(B) bad habits and ignorance<br>(C) fatigue and poor health<br>(D) over-eating at the evening meal<br>(E) eating between meals |

NEXT—*Follow the directions on page 88 of this* READING BOOK.

ARTICLE 7

1, 146

BROWN 1, 16—

# The Penance*

**by Saki (H. H. Munro)**

**READING PRACTICE 7** *In a book, magazine, or newspaper that you like, practice reading for speed and comprehension. Make a record of each such practice in Chart 3 on page 8 of the* PROGRESS FOLDER. *Then do Reading Article 7.*

**READING ARTICLE 7** *Before you begin reading Article 7, record your starting time in the Time Record on page 4 of the* PROGRESS FOLDER. *Then read Article 7. Read it as fast as you can, but make sure you understand what you are reading.*

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OCTAVIAN RUTTLE was one of those lively cheerful individuals on whom amiability had set its unmistakable stamp, and, like most of his kind, his soul's peace depended in large measure on the unstinted approval of his fellows. In hunting to death a small tabby cat he had done a thing of which he scarcely approved himself. He was glad when the gardener had hidden the body in its hastily dug grave under a lone oak tree in the meadow, the same tree that the hunted quarry had climbed as a last effort towards safety.

It had been a distasteful and seemingly ruthless deed, but circumstances had demanded the doing of it. Octavian kept chickens; at least he kept some of them; others vanished from his keeping, leaving only a few bloodstained feathers to mark the manner of their going. The tabby cat from the large grey house that stood with its back to the meadow had been detected in furtive visits to the hen-coops.

Octavian walked through the long grass of the meadow with a step less jaunty than usual. And as he passed beneath the shadow of the high blank wall he glanced up and became aware that his hunting had had undesired witnesses. The white set faces of three children were looking down at him.

"I'm sorry, but it had to be done," said Octavian, with genuine apology in his voice.

"Beast!"

The answer came from three throats with startling intensity.

One day a chance inspiration came to him. Olivia, his two-year-old daughter, was accustomed to spend the hour from high noon till one o'clock with her father. About the same time the blank wall was usually enlivened by the presence of its three small wardens. Octavian, with seeming carelessness of purpose, brought Olivia well within hail of the watchers. He noted with hidden delight the growing interest that dawned in that hitherto sternly hostile quarter. His little Olivia, with her sleepy placid ways, was going to succeed where he, with his anxious well-meant overtures, had so signally failed. He brought her a large yellow dahlia, which she grasped tightly in one hand. Then he turned shyly to the group perched on the wall and asked with affected carelessness, "Do you like flowers?" Three solemn nods rewarded his venture.

"Which sorts do you like best?" he asked, this time with distinct eagerness in his voice.

"Those with all the colours, over there." Three chubby arms pointed to a distant tangle of sweet-pea. Child-like, they had asked for what lay farthest from hand, but Octavian trotted off gleefully to obey their welcome behest. He pulled and plucked with unsparing hand, and brought every variety of tint that he could see into his bunch that was rapidly becoming a bundle. Then he turned to retrace his steps and found the blank wall blanker and more deserted than ever, while the foreground was void of all trace of Olivia.

Far down the meadow three children were pushing a go-cart at the utmost speed they could muster in the direction of the piggeries; it was Olivia's go-cart and Olivia sat in it, somewhat bumped and shaken by the pace at which she was being driven, but apparently retaining her composure of mind.

Octavian stared for a moment at the rapidly moving group, and then started in hot pursuit, shedding as he ran sprays of blossom from the mass of sweet-pea that he still clutched in his hands. Fast as he ran the children had reached the piggery before he could overtake them. He arrived just in time to see Olivia, wondering but unprotesting, hauled and pushed up to the roof of the nearest sty. They were old buildings in some need of repair, and the rickety roof would certainly not have borne Octavian's weight if he had attempted to follow his daughter and her captors on their new vantage ground.

"What are you going to do with her?" he panted. There was no mistaking the grim trend of mischief in those flushed but sternly composed young faces.

"Hang her in chains over a slow fire," said one of the boys. Evidently they had been reading English history.

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*Condensed from *The Short Stories of Saki*, by H. H. Munro. Copyright, 1930 by The Viking Press, Inc. Reprinted with permission of The Viking Press, Inc., New York.

**"She'll be choked in the muck," gasped Octavian. "Won't you help her?" "No one helped our cat," came the inevitable reminder.**

"Frow her down and the pigs will d'vour her, every bit 'cept the palms of her hands," said the other boy. It was also evident that they had studied Biblical history.

The last proposal was the one which most alarmed Octavian, since it might be carried into effect at a moment's notice; there had been cases, he remembered, of pigs eating babies.

"You surely wouldn't treat my poor little Olivia in that way?" he pleaded.

"You killed our little cat," came in stern reminder from three throats.

"I'm very sorry I did," said Octavian.

"We shall be sorry when we've killed Olivia," said the girl, "but we can't be sorry till we've done it."

The inexorable child-logic rose like an unyielding rampart before Octavian's scared pleadings. Before he could think of any fresh line of appeal his energies were called out in another direction. Olivia had slid off the roof and fallen with a soft, unctuous splash into a morass of muck and decaying straw.

Octavian scrambled hastily over the pigsty wall to her rescue, and at once found himself in a quagmire that engulfed his feet. Olivia, after the first shock of surprise at her sudden drop through the air, had been mildly pleased at finding herself in close and unstinted contact with the sticky element that oozed around her. But as she began to sink gently into the bed of slime a feeling dawned on her that she was not after all very happy, and she began to cry in the tentative fashion of the normally good child.

Octavian, battling with the quagmire, which seemed to have learned the rare art of giving way at all points without yielding an inch, saw his daughter slowly disappearing in the engulfing slush. Her smeared face was further distorted with the contortions of whimpering wonder. From their perch on the pigsty roof the three children looked down with cold unpitying detachment.

"I can't reach her in time," gasped Octavian, "she'll be choked in the muck. Won't you help her?"

"No one helped our cat," came the inevitable reminder.

"I'll do anything to show you how sorry I am about that," cried Octavian, with a further desperate flounder, which carried him scarcely two inches forward.

"Will you stand in a white sheet by the grave?"

"Yes," screamed Octavian.

"Holding a candle?"

"An' saying, 'I'm a miserable Beast'?"

Octavian agreed to both suggestions.

"For a long, long time?"

"For half an hour," said Octavian. There was an anxious ring in his voice as he named the time-limit.

"All right," came with threefold solemnity from the roof. A moment later a short ladder had been laboriously pushed across to Octavian, who lost no time in propping it against the low pigsty wall. Scrambling gingerly along its rungs he was able to lean across the morass that separated him from his slowly foundering offspring and extract her like an unwilling cork from its slushy embrace.

That same evening when twilight was deepening into darkness Octavian took up his position as penitent under the lone oak tree, having first carefully undressed the part. Clad in a zephyr shirt, which on this occasion thoroughly merited its name, he held in one hand a lighted candle and in the other a watch, into which the soul of a dead plumber seemed to have passed. A box of matches lay at his feet and was resorted to on the fairly frequent occasions when the candle succumbed to the night breezes. The house loomed inscrutable in the middle distance, but as Octavian conscientiously repeated the formula of his penance he felt certain that three pairs of solemn eyes were watching his vigil.

And the next morning his eyes were gladdened by a sheet of copy-book paper lying beside the blank wall, on which was written the message, "Un-Beast."

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*As soon as you finish reading Article 7, record your finishing time in the Time Record on page 4 of the* PROGRESS FOLDER. *Then read Test 7 on the next two pages of this* READING BOOK.

## READING TEST 7 The Penance

*Read Item 1 and select the answer which you believe is correct. Print the letter of your answer in the Answer Record on page 4 of the* PROGRESS FOLDER. *Do each of the other items in the same way.*

1. Octavian Ruttle was
   (A) short-tempered and self-centered
   (B) good-natured and energetic
   (C) mean and sometimes cruel
   (D) proud and unpleasant
   (E) angry and fearful

2. Octavian was glad when the gardener hastily buried the dead cat under the oak tree because Octavian was
   (A) happy that the cat was no longer around
   (B) afraid that the cat's owners would get another cat
   (C) ashamed that he had killed the cat
   (D) disgusted that the cat had not stayed home
   (E) sorry that the cat had been unable to escape

3. Octavian thought that the neighbor's cat had been killing his chickens mainly because he
   (A) found some of his chickens missing every day
   (B) saw the cat making sly visits to his hen coops
   (C) noticed chicken blood and feathers on the cat
   (D) chased the cat from the hen coops up the oak tree
   (E) saw the cat attacking one of his chickens

4. The three neighbor children knew that Octavian killed their cat because they had
   (A) heard him while he was calling the cat
   (B) heard about it from their parents
   (C) seen him while he was hunting the cat
   (D) noticed that he walked less jauntily than usual
   (E) heard him say, "I'm sorry, but it had to be done."

5. The white set faces of the children and their exclamation "Beast!" showed Octavian that they were
   (A) sorrowful
   (B) afraid
   (C) ashamed
   (D) revengeful
   (E) angry

6. During the noon hour one day Octavian took Olivia near the wall because he hoped that she would
   (A) make the children like him
   (B) cause the children to forget him
   (C) play nicely with the children
   (D) cause the children to forgive him
   (E) pick flowers for the children

7. When Octavian brought Olivia near the wall, the three children appeared to be more and more
   (A) happy
   (B) friendly
   (C) interested
   (D) indifferent
   (E) concerned

8. When Octavian asked the children, "Do you like flowers?" he acted as though
   (A) he did not care whether they liked flowers
   (B) he very much hoped they liked flowers
   (C) he was willing to give them the flowers they liked
   (D) he did not care whether they liked him
   (E) he wanted them to like him

9. When Octavian asked the children what flowers they liked best, they pointed to a tangle of sweet peas some distance away. They did this probably because they wanted
   (A) to get even with Octavian
   (B) to make Octavian like them better
   (C) to get some of Octavian's prettiest flowers
   (D) to steal Olivia's yellow dahlia
   (E) to take Olivia for a go-cart ride

10. Immediately after the children pointed to the sweet peas, Octavian
    (A) offered them a bunch of yellow dahlias
    (B) asked them to join him in picking sweet peas
    (C) told them to stay on their side of the wall
    (D) trotted off toward the distant sweet pea bed
    (E) watched them and Olivia more closely

*Please do not look back at the article while you are doing the test.*
*Please do not make any marks on the test or elsewhere in this book.*

11. When Octavian saw the children pushing the go-cart with Olivia in it toward the pig pen, he
(A) called to them to come get their bunch of sweet peas
(B) shouted at them to stop right away
(C) ran as fast as he could trying to overtake them
(D) told them he would be glad to do a penance
(E) told them they could have the go-cart in exchange for Olivia

12. After the children had hauled and pushed Olivia to the roof of the pig house, Octavian did not climb onto the roof after her because he feared that
(A) the children would push Olivia off the roof
(B) the thick mud would trap him
(C) the pigs would attack Olivia and him
(D) the splinters and nails would hurt him
(E) the building would cave in

13. Octavian first became seriously alarmed about the safety of his Olivia when one of the children said
(A) "Frow her down and the pigs will d'vour her."
(B) "Hang her in chains over a slow fire."
(C) "You killed our little cat."
(D) "We shall be sorry when we've killed Olivia."
(E) "No one helped our cat."

14. "We shall be sorry when we've killed Olivia," said the girl, "but we can't be sorry till we've done it." Immediately after Octavian heard this, he
(A) tried to grab the children
(B) asked the children not to do it
(C) rushed into the pig pen to save Olivia
(D) remembered having heard of pigs eating babies
(E) was stopped as to what to say or do next

15. While Octavian was pleading with the children for mercy, Olivia
(A) climbed to the roof of a near-by pig pen
(B) jumped off the roof into the pig pen
(C) was pushed off the roof into the pig pen
(D) slid off the roof into the pig pen
(E) crawled down from the roof into the pig pen

16. When Olivia first found herself in the mud of the pig pen, she
(A) began to cry a little bit
(B) was mildly pleased
(C) started to crawl out
(D) looked at the children on the roof
(E) reached out her hands toward the children

17. When Octavian first went into the pig pen to rescue Olivia, he
(A) crawled through the mud as Olivia sank slowly into it
(B) made no progress through the mud as Olivia sank into it
(C) walked slowly toward Olivia as she crawled toward him
(D) crawled along a ladder over the mud toward Olivia
(E) tried to comfort her as she sank into the mud

18. The three children agreed to help rescue Olivia only after Octavian had agreed to do each of these things *except* one as his penance for killing their cat. Which thing did Octavian *not* have to agree to do?
(A) He would stand by the cat's grave for half an hour.
(B) He would wear a white sheet.
(C) He would hold a lighted candle.
(D) He would say, "I'm a miserable Beast!"
(E) He would say, "I'm sorry I killed your cat."

19. Octavian was finally able to pull Olivia out of the mud in this way:
(A) He reached from a ladder propped against the pigsty wall.
(B) He placed a ladder across the engulfing slush.
(C) He formed a human chain with the children.
(D) He held out a long stick for Olivia to grab.
(E) He laid an old sheet over the muddy ground.

20. As Octavian did his penance that night, he felt certain that the three children were
(A) writing the message, "Un-Beast"
(B) laughing at him
(C) timing him
(D) listening to him
(E) watching him

NEXT—*Follow the directions on page 88 of this* READING BOOK.

ARTICLE **8**

# Private Eye in the World of Words*

**by Will Oursler**

**READING PRACTICE 8** *In a book, magazine, or newspaper that you like, practice reading for speed and comprehension. Make a record of each such practice in Chart 3 on page 8 of the* PROGRESS FOLDER. *Then do Reading Article 8.*

**READING ARTICLE 8** *Before you begin reading Article 8, record your starting time in the Time Record on page 4 of the* PROGRESS FOLDER. *Then read Article 8. Read it as fast as you can, but make sure you understand what you are reading.*

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ONE EVENING recently Dr. Joseph T. Shipley, international authority on words and their origins, had a telephone call from an eminent historian who seemed highly agitated. The trouble, it appeared, centered around the Emperor Nero and his fiddle.

The historian was seeking an answer to the ancient $64 poser: Did Nero actually play the fiddle while Rome crackled in flames? "Can't find any evidence he knew one note from the next," the caller fumed. "The difficulty may lie in the word 'fiddle.' Could you help me, Doctor?"

Dr. Shipley could. It was his kind of "case." Two weeks later, after delving through an imposing array of source books, dust-ridden dictionaries and obsolete histories, he came up with the report that the accepted Nero story was spurious—the result of a 500-year-old error in translation from an early Latin history.

The Latin text, Dr. Shipley found, pictured Nero as a pretty serious fellow who worried about current conditions and often "harped on" the fire which nearly destroyed Rome, as a sample of what happens when drunken mobs stagger through city streets. Unhappily for Nero's reputation, a later writer, translating the Latin into Provencal, a language of Southern France, carelessly changed "harped on" to "fiddled"—thereby launching one of history's most sensational legends. "Other writers merely elaborated on the error," Dr. Shipley informed his historian friend, "until it took on the flavor of a grade-A Hollywood epic."

Clearing an emperor's reputation by spotting a translator's slip-up in a moldering history book is all part of the day's work for the fifty-seven-year-old Dr. Shipley who, as a "word-detective," has spent more than a quarter century tracking down the origins and life histories of words across space and time. Author of more than a dozen books on language and literature, including the Dictionary of Word Origins, Dr. Shipley has become celebrated in academic circles as a man of letters who has breathed new life into etymology—word history—by blending scholarship with the direct-action tactics of a "private eye."

Short, with sparkling eyes, and a few tufts of hair on his chin, Dr. Shipley himself looks like a character out of a Van Dine mystery novel. But his "word investigation bureau," located in an obscure back room of a New York office building, is unlike any other detective agency in the world.

In place of fingerprint equipment or dog-eared circulars on wanted criminals, this bureau is piled high with a jumble of dictionaries in assorted languages, living and dead; glossaries of terms used in special localities; catalogues, books published by professional or business groups; pamphlets on all phases of language problems; charts of Chinese characters; and late reports from etymological societies at home and abroad. Books line three walls of the 15-foot-square room, and overflow into filing cabinets, tables, chairs, typewriters and desks.

On the floor above, reached by a private stairway, is Dr. Shipley's reception room, where he meets clients and friends. An odd room to find in an office building, it has soft lights, soft chairs, and an open fireplace. In it, too, are the filing cabinets which contain Dr. Shipley's personal file of more than 30,000 "case histories"—dossiers not on underworld desperadoes but on words whose checkered careers Dr. Shipley has trailed, often across thousands of miles and hundreds of years.

"Words are living things," he says. "They even wear disguises, pick up a few letters here, or drop a few there. That makes it harder to pin them down—just as with a suspect who uses an alias."

To Dr. Shipley tracking down words offers all the thrill of a man hunt. And like any detective, he has learned the need for patience, the value of intuition and hunches, the danger of snap judgments based on superficial evidence.

Take the strange case of the word "blimp." According to H. L. Mencken, in his study of modern slang, this word was "invented by a group of fliers at an English airfield during World War I." Menck-

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en's report quoted an incident telling how the fliers hit on this word to describe the cigar-shaped object drifting across the skies overhead.

Dr. Shipley, after due consideration, decided that the Sage of Baltimore was backing the wrong explanation, and got in touch with the Goodyear people, first U. S. manufacturers of the blimp. Did they happen to know how it got its name?

The Goodyear people replied in the negative. Undeterred, he wrote another department at the huge plant with the same result. The word-stalker continued to write various department heads. "Their replies were always courteous," he recalls, "although they must have had me down as a first-class crank or a dangerous spy."

Eventually persistence paid off. A weeks-long barrage of letters finally turned up a vital lead—the name of an ex-employee who had helped build the first "baby airship" ever made, a model constructed in England. "It didn't have any steel skeleton inside, like a dirigible," the erstwhile blimp man explained. "It was just a limp bag of gas. So that's what we called it—a limp. First one, the Model A Limp, was a flop. But the next, the Model B Limp, was okay. After that it was always blimp!"

Occasionally Dr. Shipley is set on the trail of a word by accident, as in the case of the word "bunk." Vacationing in Vermont, he overheard a French-Canadian youth who spoke hardly a word of English declare that something was a lot of "bunkum."

Dr. Shipley knew the story that "bunk" or "bunkum" grew out of the flowery talks of an early congressman from Buncombe County, North Carolina. How did the boy happen to know the word? The youth replied in French that he had used it all his life.

Fascinated by the riddle of why this solid American word should crop up among French-Canadians, Dr. Shipley asked the boy to take him to his parents. The parents remembered they had used the term from childhood but didn't know how it started. Perhaps their cousin on the other side of town might help. Through cousins, aunts, uncles and other kinfolk, Dr. Shipley followed a twisting trail. At last he reached the home of a wrinkled French grandmother who recalled a story from her childhood. The menfolk, she said, used to sit out in their chairs on the lawn up in Canada, smoking their pipes and dreaming, while the wives worked inside the house. Sometimes the wife would call out for her husband to come in and fix something, and he would reply, *"C'est bon comme ca"*—meaning, "It's good enough the way it is." Gradually this was shortened to *"Bon comme!"*—which when Americanized becomes the well-known "bunkum" or "bunk."

Dr. Shipley is convinced his sleuthing has uncovered the original source of the term. As he points out, the old French-Canadians and their pipes outdate by many years the talkative congressman from North Carolina.

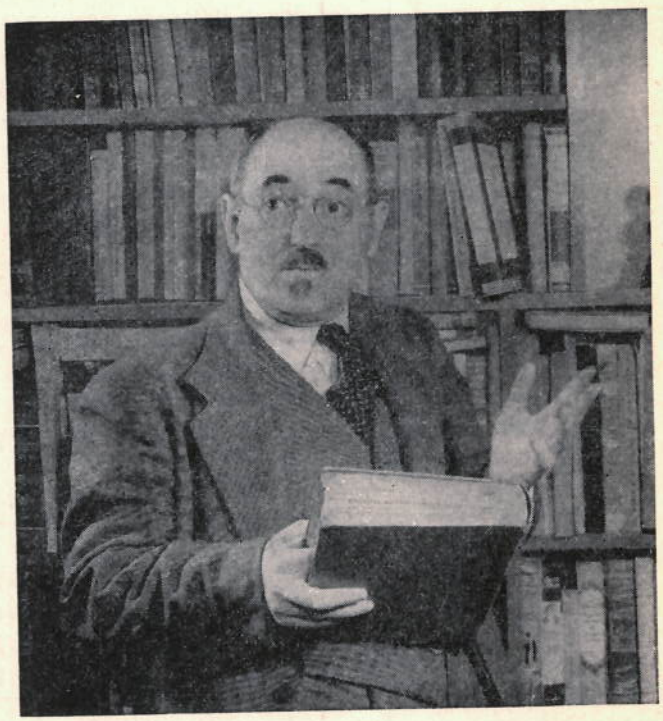
In the tradition of all sleuths, Dr. Shipley, of course, has his quota of unsolved cases. Latest is the wrestling hold called the "half-Nelson." For some months, he's been dropping in at gymnasiums and restaurants where wrestling gentry gather, talking with old-timers, trying to pick up a lead.

Meanwhile, queries pour in from men and women in all walks of life. To Dr. Shipley, their interest in words is all-important.

"Words belong to the people, not tyrants or monarchs or commissars," he says. "The dictator may twist the meaning of words like 'freedom' and 'liberty' and 'rights.' But sooner or later, the people make the real meanings come true."

Recently, riding in a cab, Dr. Shipley was discussing words with the driver. "Take taxi, for instance," he was saying. "Actually that's short for taximeter cabriolet—which means a little wagon that jounces like a goat with a device for measuring its activity."

The driver grinned into the mirror. "Say," he said, "it gives you a lift, don't it—to think you're driving something as important as all that?"



**Dr. Shipley, ace "word-detective" pictured here, explains something—perhaps how he tracked down the origin of "blimp" or "bunkum." In his work, he refers to numerous source books and pamphlets like those on shelves behind him. He also relies on patience and hunches. Dr. Shipley's clients run the gamut from college presidents to economists, lawyers, stenographers and housewives who write, phone or contact him personally. Many are looking for the origin of their names.**

*As soon as you finish reading Article 8, record your finishing time in the Time Record on page of the* PROGRESS FOLDER. *Then read Test 8 on the next two pages of this* READING BOOK

## READING TEST 8 Private Eye in the World of Words

*Read Item 1 and select the answer which you believe is correct. Print the letter of your answer in the Answer Record on page 4 of the* PROGRESS FOLDER. *Do each of the other items in the same way.*

1. Dr. Joseph T. Shipley is an international authority in the field of
   (A) entomology
   (B) etiology
   (C) etymology
   (D) education
   (E) endocrinology

2. The historian asked Dr. Shipley to find out whether, while Rome burned, Nero actually
   (A) knew one note from the next
   (B) played a violin
   (C) strummed on a harp
   (D) harped on bad conditions
   (E) fiddled away his time

3. After spending two weeks tracking down the accepted Nero story, Dr. Shipley learned that this story was
   (A) false
   (B) true
   (C) uncertain
   (D) interesting
   (E) unanswerable

4. Dr. Shipley also discovered that Nero was really
   (A) a cautious and efficient man
   (B) a drunken and destructive man
   (C) a harsh and tyrannical man
   (D) a serious and worried man
   (E) a happy-go-lucky man

5. The Nero legend started about 500 years ago when a translator carelessly wrote the French word meaning "fiddled" for the Latin word meaning
   (A) "fiddled on"
   (B) "played on"
   (C) "kept on"
   (D) "sang on"
   (E) "harped on"

6. For more than 25 years Dr. Shipley has
   (A) tracked down the life histories of words
   (B) worked on the definitions of words
   (C) translated foreign words into English
   (D) invented new words for new things
   (E) investigated the pronunciation of words

7. Dr. Shipley's office is equipped with a large number and variety of sources of information including
   (A) typewriters, desks, shelves, and filing cabinets
   (B) magnifying glasses, microscopes, telescopes, and chemicals
   (C) dictionaries, glossaries, catalogues, and pamphlets
   (D) current newspapers, magazines, books, and booklets
   (E) old and valuable manuscripts of books and plays

8. In his upstairs reception room, Dr. Shipley has
   (A) filing cabinets with case histories of 30,000 words
   (B) card files with references to 300,000 words
   (C) a number of typewriter desks and work tables
   (D) shelves filled with 30,000 books and pamphlets
   (E) a large conference table with chairs around it

9. According to Dr. Shipley, words have disguises just as suspected criminals have
   (A) dossiers
   (B) aliases
   (C) alibis
   (D) pen names
   (E) masks

10. Like an ace detective, Dr. Shipley, in his work, has to use
    (A) money, time, and effort
    (B) haste, snap judgments, and wild guesses
    (C) clues, tricks, and traps
    (D) patience, hunches, and proof
    (E) laboratories, lawyers, and libraries

*Please do not look back at the article while you are doing the test.*
*Please do not make any marks on the test or elsewhere in this book.*

11. In his study of modern slang, H. L. Mencken stated that the word "blimp" was invented during World War I by a group of
(A) aviators at an American airfield
(B) mechanics at an English airfield
(C) fliers at an English airfield
(D) workers at an American balloon-making plant
(E) newspaper men at an English airfield

12. While Dr. Shipley was trying to get information about the word "blimp" from the department heads of the Goodyear company, he wondered if they thought he was
(A) a scientist or an inventor
(B) a scholar or a student
(C) a detective or a policeman
(D) a crank or a spy
(E) a genius or a moron

13. Dr. Shipley finally located the ex-employee who helped build the first "baby airships." This man told him that the B-model was finally called "blimp" because it did *not* have
(A) enough hydrogen gas to fill it up
(B) a steel skeleton inside
(C) the lift or speed of a dirigible
(D) a spherical shape like earlier balloons
(E) a smooth movement through the air

14. Dr. Shipley first began to trace the origin of the word "bunkum" or "bunk" when he
(A) learned the word came from Buncombe County
(B) heard a French-Canadian youth use the word
(C) read about the word in a dictionary of slang
(D) was asked by a historian to look up the word
(E) heard a French-Canadian grandmother say the word

15. As commonly defined in dictionaries, the word "bunkum" or "bunk" means
(A) a humorous talk
(B) a nonsensical talk
(C) a serious talk
(D) a lengthy talk
(E) a flowery talk

16. Dr. Shipley *finally* tracked down what he believed was the real origin of "bunkum" by talking to a French grandmother who had
(A) learned about the word from her grandparents
(B) looked the word up in old school books
(C) told her children where the word came from
(D) said the word often in her daily conversation
(E) heard the story of the word during her childhood

17. The word "bunkum," Dr. Shipley discovered, came from the French "Bon comme!" This was a shortened expression from "C'est bon comme ca!" that means:
(A) "It's good enough for everybody!"
(B) "It's better to sit than do something!"
(C) "What's good enough for you is good enough for me!"
(D) "It's well to let good enough alone!"
(E) "It's good enough the way it is!"

18. In trying to get leads to the origin of the word "half-Nelson," Dr. Shipley talks with old-timers at
(A) bowling alleys
(B) libraries
(C) shipyards
(D) gymnasiums
(E) wrestling matches

19. According to Dr. Shipley, a dictator may twist the meanings of such words as "freedom," "liberty," and "rights," but the real meanings of these words will, sooner or later, be made to come true by
(A) the democratic government
(B) the dictator himself
(C) the people themselves
(D) the word specialists
(E) the liberating army

20. The word "taxi," says Dr. Shipley, is the shortened expression for "taximeter cabriolet." This originally meant
(A) a small wagon with an activity-measuring device
(B) a small automobile with a mileage meter
(C) a small bus with an odometer
(D) a small wagon with a speedometer
(E) a small car with an activity-measuring device

NEXT—*Follow the directions on page 88 of this* READING BOOK.

ARTICLE 9

# They Lived in the 1700's*

## by Stuart Chase

**READING PRACTICE 9** *In a book, magazine, or newspaper that you like, practice reading for speed and comprehension. Make a record of each such practice in Chart 3 on page 8 of the* PROGRESS FOLDER. *Then do Reading Article 9.*

**READING ARTICLE 9** *Before you begin reading Article 9, record your starting time in the Time Record on page 4 of the* PROGRESS FOLDER. *Then read Article 9. Read it as fast as you can, but make sure you understand what you are reading.*

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DANIEL SHELTON came to Stratford (Connecticut), at the mouth of the Housatonic River, in 1686 and applied for permission to build a dock and a warehouse. He died in 1728, leaving nine children. Thaddeus, the third son, inherited 260 acres of primeval land on the edge of town, together with Cuffee, an African slave. Only a rough Indian trail led to the property, but Thaddeus and his wife invaded the wilderness, built a house, cleared the land and grew wheat, rye, flax, barley, corn and clover. Here Daniel was born, grandson of the settler.

Daniel not only picked up at home the techniques of farming and craft work but, as the squire's son, he was inducted into business. Large landowners were not mere farmers. They made loans of seed and grain, hired out their slaves and their "five cattle team"—two yokes of oxen and a horse. From time to time they took a flier in West Indian shipping—rum, molasses and tobacco.

Accounts were kept on the cellar door, and subsequently transferred to long narrow ledgers. . . . Credit the blacksmith with shoeing horses and oxen, making door hinges, "puling a tuth" (tooth), "upseting a axe"; charge him with bushels of turnips, corn and wheat. From time to time a balance was struck, together with "resete in full for all acompts from the Beginning of the World to this day."

In 1758, Daniel married Mary of Stratford village, a girl of seventeen. Thaddeus built the couple a house near his own, and Mary's dower furnished it. It was a noble house. The stone chimney was twelve feet square at the base, and the whole structure swung upon it. The oak sills were a foot square, good for two centuries of wear and tear. The sides were sheathed with planks, two inches thick, that ran twenty feet vertically from sills to eaves, and were set in place with wooden pegs. Bricks were not to be had; the central obelisk was native rock, cemented with shell lime mortar from Long Island Sound. All lumber was locally cut and hand hewn.

The whole community assisted in raising the ridgepole; indeed it could not have been put in place without the aid of the neighbors. As they worked, they refreshed themselves with cider, "winkum" or applejack, and "raising cake," furnished by the host. From the house, a long ell led to the great barns. Two wells were dug: one inside the house with wheel and rope, one outside with long pole well sweep.

The kitchen was the heart of the house, and the fireplace, nine feet by five, was the heart of the kitchen. Four-foot back logs were dragged by a horse to the very hearth, to burn for a week or more. From October to May, the fire never went out; there were no matches. It was lighted in the fall by flintlock and powder. It is difficult to exaggerate the importance of fire—and the fear of conflagration—in these old New England homes.

Mary's dower provided homemade linen, iron pots and kettles, wooden ware, chairs, dressers, tables, a few imported textiles from England and Holland, specially commissioned of a sea-captain acquaintance at the beginning of her engagement; a silver tankard and cream pot from the shop of Paul Revere's father in Boston.

The groom, according to custom, provided the beds, though not the bedding, a tall grandfather clock, a desk with a secret compartment, the great bible with silver clasps, and blank pages for records of births, marriages and deaths. Nine children were to have their names inscribed in this bible. As the second was being baptized, a breathless courier on horseback arrived from the Hudson Valley, crying the news of the fall of Quebec, a week or more after the event.

The house and the land about it supplied the family with food, fuel and clothing. The cash sale of a small surplus paid for a few imported necessities and comforts. Hogs and beeves, some twelve animals a year, were slaughtered, and bacon and sides preserved in the smoke house.

Leather was tanned on the premises, and a cobbler's bench set up. From time to time a journeyman shoemaker came and lived in the house as a

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**Daniel's hand-made house had a great stone chimney and thick oak sills. Outside were the big iron kettle and long pole well sweep.**

guest while he made shoes for all the family, including the slaves. So came the tailor, the cooper, the cartmaker and the weaver. Flax was grown, and spun by the women of the house. Wool was carded from Daniel's sheep. After the cloth was woven, it was sent to the village fulling mill to be dressed. Linen was bleached at home; the coarser tow made clothes for the slaves.

A huge woodpile fed the house's heart, its size denoting prosperity and industry. In the yard stood the great caboose kettle of iron, for rendering animal foods, and for soap making. Lye came from the wood ashes of the hearth. Cider and beer were brewed at home; a barrel of cider made three gallons of "winkum," of which the village distiller took one gallon for his labor. Floors were covered with white sea sand, in the parlor brushed into elaborate patterns by brooms made of cornhusks and twigs. There was a dye pot for homemade dyes. Work clothes were of linsey-woolsey—two threads of linen and one of wool; with leather breeches for master and man. Boots were unknown.

Potatoes were rare, chocolate and coffee almost unheard of, tea a great luxury for company only. It was served in cups no bigger than large thimbles. The bill of fare included Indian pudding (from corn), turkey, goose, pork, mutton, salt beef, eggs, wild birds, rabbits, pies, baked apples, apple dumplings, fritters, milk, butter and cheese (made in the butt'ry in the summer), molasses (imported), gingerbread, doughnuts, cookies, seed cakes, a few vegetables, mostly roots. Oranges were a rare delicacy, suitable for holiday presents. To handle the great stone oven was a highly skilled task, which only Mandy, the black cook, was competent to fulfill.

In a neighbor's house there was no clock, and the housewife timed the boiling of her eggs by singing hymns. At the end of the sixth verse, out came Samuel's; the seventh verse, Obadiah's, the ninth verse, Abigail's.

Hour after hour, Mary would sit spinning two threads, one with each hand, a foot keeping the flax-wheel moving, and a baby sleeping on her lap. "Everything was at hand and of use; nothing was wasted or destroyed. Idleness on the part of master or mistress, child or slave, was disreputable."

Books were few; travel extremely limited. A trip to New York, if winds were unfavorable, might take as long as ten days. The church or meeting-house was the cultural center, and vast and profound were the theological discussions.

Candles or pipes were lit by a coal held in stout tongs; the candles, of course, were homemade. Thin sticks were whittled to use as lighters; paper was too scarce. Sometimes, when the central fire went out, coals were carried from a neighbor's as much as a mile away—but this did not happen in Daniel's well-regulated household.

During the Revolution even the few imports were mostly unobtainable. Pins were not to be had for love or money. Molasses jumped to $20 a gallon, and Daniel turned to making his own from cornstalks. Tea and paper vanished; the boys wrote their school lessons on birchbark.

Doctors were few, and each house had its closet of "simples" and remedies, many gathered in the local woods. In the spring, the children all stood in line for a dose of garlic and rum. Smallpox was the curse of the community. In 1777, 600 people were ill of it in the town of Stratford alone.

Daniel and Mary lived to be over eighty, and were buried from the parlor of the house they had built. A married daughter lived out her life in it; and her daughter after her. When the last Mary died, the house stood deserted. This hand-built house lived 130 years, and many like it live longer.

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*As soon as you finish reading Article 9, record your finishing time in the Time Record on page 4 of the* PROGRESS FOLDER. *Then read Test 9 on the next two pages of this* READING BOOK.

## They Lived in the 1700's

*Read Item 1 and select the answer which you believe is correct. Print the letter of your answer in the Answer Record on page 4 of the* PROGRESS FOLDER. *Do each of the other items in the same way.*

1. The Shelton family lived in Stratford which is now located in the state of
   (A) New York
   (B) Massachusetts
   (C) Rhode Island
   (D) Connecticut
   (E) Virginia

2. After his father's death, Thaddeus Shelton inherited 260 acres of property. On this property, Thaddeus
   (A) built a dock, boat, and warehouse
   (B) reared a large family of nine children
   (C) built a cider press, grain mill, and fulling mill
   (D) built a house, fenced in the land, and raised livestock
   (E) built a house, cleared the land, and raised crops

3. A large landowner typically made money profits by
   (A) hiring out slaves and work animals
   (B) lending seed and grain to neighboring farmers
   (C) investing in West Indian shipping
   (D) selling crops and livestock for cash
   (E) working on and managing a farm

4. Thaddeus built Daniel a house which had
   (A) a huge stone chimney, heavy oak sills, and thick plank sides
   (B) a huge brick chimney, heavy oak sills, and thick plank sides
   (C) a huge stone chimney, heavy pine sills, and thick plank sides
   (D) a huge stone chimney, heavy oak sills, and thin plank sides
   (E) a huge stone chimney, heavy oak sills, and thick brick sides

5. According to the author, the heart of Daniel's house was
   (A) the dining room
   (B) the parlor
   (C) the fireplace
   (D) the kitchen
   (E) the bedroom

6. From October to May, Daniel's family kept a fire always burning in the large fireplace mainly because this fire was
   (A) expensive to make using high-priced matches
   (B) difficult to control without fire-fighting equipment
   (C) hard to make using flintlock and powder
   (D) needed to heat the house even on warm fall and spring days
   (E) easy to use in lighting candles and tobacco pipes

7. In setting up housekeeping with Mary, Daniel provided
   (A) iron pots, kettles, and wooden ware
   (B) a desk, clock, bible, and beds
   (C) tables, chairs, and dressers
   (D) bedding, linen, and furniture
   (E) a silver tankard and a cream pot

8. Nearly all the family's food, fuel, and clothing came from
   (A) the journeyman workers
   (B) the neighboring farms
   (C) the stores in near-by towns
   (D) the house and land around it
   (E) the merchants living abroad

9. For most of their meat supply, the Sheltons
   (A) bought pork and beef from merchants
   (B) killed and preserved hogs and beeves
   (C) traded grain for animals with neighbors
   (D) hunted wild animals
   (E) killed and cured lambs and turkeys

10. From time to time the Shelton family was visited by journeymen who included
    (A) a cobbler, a blacksmith, a spinner, and a seamstress
    (B) a carpenter, a plasterer, a cabinetmaker, and a plumber
    (C) a doctor, a dentist, a lawyer, and a minister
    (D) a peddler, a bookseller, a postman, and a news crier
    (E) a cartmaker, a cooper, a shoemaker, and a tailor

*Please do not look back at the article while you are doing the test.*
*Please do not make any marks on the test or elsewhere in this book.*

11. Flax and wool were cleaned, carded, and spun by
(A) the women of the house
(B) the journeyman weaver
(C) the village fulling miller
(D) the men of the house
(E) the family's slaves

12. The great caboose kettle in the yard was used for making
(A) lard and soap
(B) maple sirup and sugar
(C) cider and "winkum"
(D) bleaches and dyes
(E) smoked meats

13. In the autumn the Shelton family usually had a good supply of this beverage:
(A) Tea
(B) Coffee
(C) Cocoa
(D) Cider
(E) Grape juice

14. The year around the family usually had plenty of
(A) green and leafy vegetables
(B) meat, milk, and bread
(C) Irish and sweet potatoes
(D) oranges and grapefruit
(E) molasses and chocolate

15. In a neighbor's kitchen, the housewife timed the boiling of eggs
(A) by looking at a sundial
(B) by watching a clock
(C) by using an hourglass
(D) by counting out loud
(E) by singing a hymn

16. Which of these sayings best describes the point of view of the Shelton family and its neighbors?
(A) A bird in the hand is worth two in the bush.
(B) All work and no play makes Jack a dull boy.
(C) Satan finds things for idle hands to do.
(D) A rolling stone gathers no moss.
(E) Never put off till tomorrow what you can do today.

17. The cultural center of the Sheltons and their neighbors was
(A) the school
(B) the home
(C) the neighborhood
(D) the nearest town
(E) the church

18. During the Revolution the Sheltons bought less pins, paper, tea, molasses and other imports mainly because
(A) rebels were boycotting all English-made goods
(B) supplies of these goods were low and prices were high
(C) colonists made these goods in their own factories
(D) supplies were going to the armed forces
(E) supplies were good but prices were high

19. For health care the Sheltons depended mainly upon
(A) their simple home-made remedies
(B) their supply of imported medicines
(C) their family physician and dentist
(D) their knowledge of sanitation
(E) their vaccinations against smallpox

20. The well-built Shelton house lasted for about
(A) 130 years
(B) 110 years
(C) 90 years
(D) 70 years
(E) 50 years

NEXT—*Follow the directions on page 88 of this* READING BOOK.

ARTICLE **10**

# I Fly Faster Than Sound*

**by Gene May**

**READING PRACTICE 10** *In a book, magazine, or newspaper that you like, practice reading for speed and comprehension. Make a record of each such practice in Chart 3 on page 8 of the* PROGRESS FOLDER. *Then do Reading Article 10.*

**READING ARTICLE 10** *Before you begin reading Article 10, record your starting time in the Time Record on page 4 of the* PROGRESS FOLDER. *Then read Article 10. Read it as fast as you can, but make sure you understand what you are reading.*

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RED WARNING LIGHTS flashed on the instrument panel and the alarm horn began squawking alongside my ear. Both signals meant the Skyrocket was on fire.

Anything could happen in the next second, for I was 40 feet off the ground and the air-speed needle read 600 miles per hour. I did three things automatically and almost simultaneously.

I began pulling back on the control wheel to gain the altitude I'd need if I had to bail out in the jettisonable nose, and I yanked the handle that operates the fire extinguisher. Then I killed the jet engine.

I hoped that nothing was happening to the ton and a half of explosive rocket fuel 10 feet behind me.

"I've got an indication of fire," I told the Muroc Air Base tower, "and I'm landing down wind, right now!" Muroc replied that the crash wagons were at the landing end of the runway, almost five miles from where I would touch down. They wouldn't be of any help.

Seventy-five seconds later the wheels were on the ground and I was rolling along at 240 miles per hour, faster than I ever want to land an airplane again. Then came the anticlimax. A malfunction in the warning system was to blame and there was no fire after all.

That false alarm was one of several times that I've been badly frightened since I began testing aircraft at supersonic speeds. Once the engine stalled at 40,000 feet and immediately the plate-glass windshield frosted up so I couldn't see out. It wouldn't take much to put the plane in a dive or a stall and I did some very careful instrument flying in a shallow dive until I got the jet fired up again. As soon as hot air from the engine ducts began blowing across the glass once more the frost cleared away in a hurry and I could see where I was going.

Another time, at lower altitude, the cockpit temperature jumped to 175 degrees and there was nothing I could do about it. Air resistance alone at high speed can raise the cockpit temperature 135 degrees above normal. Usually the refrigerator unit keeps the temperature down. On this flight the heater valve opened instead of the cooler valve. The heat climbed up close to the boiling point and I handled the controls just as expertly as I could during the eight minutes that it took to get back to Muroc. It was a relief to climb out into the 110-degree summer heat on the ground.

These instances may seem like minor difficulties and yet it's the little things that can bring on disaster when you are flying an experimental airplane at speeds it has never before attained.

So far none of the dire things that are supposed to happen when an aircraft smashes through the "wall" of sound have happened to me. Some planes have flown to pieces in the air when they approached the sound barrier; some have almost shaken themselves to pieces. Some "tuck under" in a dive. I've flown through the speed of sound repeatedly and the Skyrocket does none of these things.

The Skyrocket is Phase Two of a scientific program by the Navy for studying phenomena in the trans-sonic range. The Douglas El Segundo plant built the swept-wing plane and its two identical sister ships specially for the job. Phase One was the Skystreak, powered by jet alone, that set a record of 650.8 miles per hour.

The Skyrocket likewise has a jet engine and in addition can blast from four rocket tubes at once to overcome the terrific air resistance that builds up at the speed of sound. This speed varies with the temperature and is 761 miles per hour at standard sea-level temperature, or 663 miles per hour at the 65 degrees below zero of 40,000 feet. With its rockets, the Skyrocket doesn't need to dive to attain its designed speed.

The Skyrocket weighs almost eight tons loaded and has a wingspan of only 25 feet. It is 45 feet long. Its jet is fueled with aviation gasoline, not kerosene, and the rocket motors burn a combination of liquid oxygen and alcohol water. A hydrogen-peroxide pump pumps the fuel, and all of it can be burned in less than two minutes.

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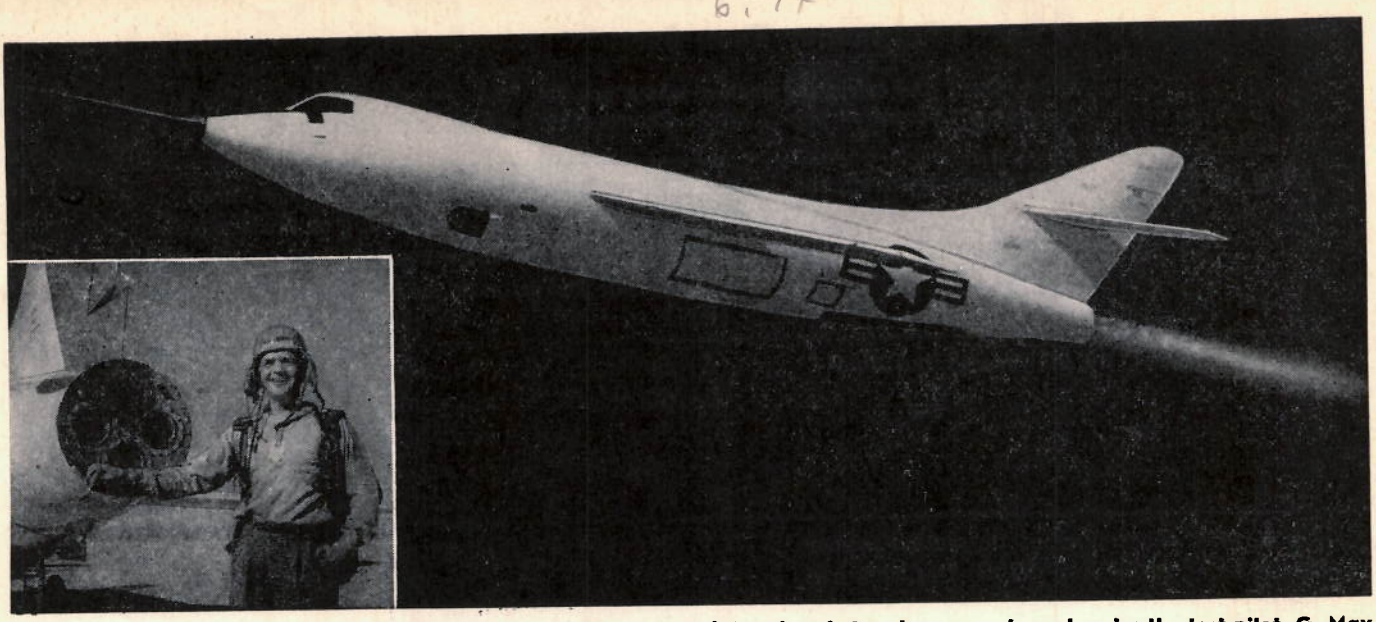
*Condensed from *Popular Mechanics Magazine*, January, 1950. Copyright 1950, by Popular Mechanics Company, Chicago. Reprinted with permission of the publisher.



**The Skyrocket flew faster than sound (761 miles per hour) when its jet and rocket motors were turned on by the test pilot, G. May.**

The plane is the fastest in the world at ordinary altitudes. Already it has exceeded its design requirements and I haven't yet flown it at its maximum speed.

Trans-sonic flight isn't as wild as some people have imagined. The air becomes extremely rough, to be sure. It's like riding a solid-tire truck over bumpy cobblestones. And the normally sensitive controls become slow and stiff. Instead of flying with fingertip pressures, I need both hands on the wheel. It takes a long hard push to move the rudder. The cockpit stays about as quiet as usual. I can hear the crash of each rocket motor when I turn it on, then the sound seems to die away.

When you hit the speed of sound it's about like flying through a short stretch of extra turbulence. On the other side, the air smooths out again. Slowing down, you go through the same turbulence once more when your speed and the speed of sound coincide.

At high altitudes there is no extra sensation of speed but, when I make a run on the deck, just off the ground, the sensation is terrific.

I can catch a glimpse of the Muroc dry lake bed and the parked cars of the observers while I'm turning preparatory to the low-level run. Then, with all four rocket motors blasting, only the horizon in front of me remains clear and visible. It's impossible to focus my eyes on anything long enough to recognize it. Everything near by and at the sides is a blur. The observers and their cars are only a couple of hundred feet away as I go by—but I never see them.

The observers can see me coming but they don't hear me until the Skyrocket is well past them. Then there's a smash of sound and a dwindling roar as the exhaust racket goes by. Ground photographers can't swing their cameras fast enough to get a close-up picture at superspeed and the only good action pictures were taken from a distance or when the plane was flying relatively slowly.

A pilot has to be keyed up mentally and physically for supersonic flight, of course, because his life may depend on an instant diagnosis of an unusual condition and an immediate corrective action. He has to think in terms of many miles per minute instead of miles per hour and he flies with his eyes and his mind about 10 miles ahead of the plane.

Actually, top speed is only a small part of the whole Phase Two program. Speed makes the headlines but there are hundreds of other things that are just as important. The way the plane flies and handles at its lowest speeds must be studied with just as much care. The stability and lift of the sweptback wing and tail sections, the stall characteristics at different altitudes, safe take-off and landing speeds, all these must be learned.

An aircraft is no good if its pilot can't control it and so part of Phase Two is to measure the forces that are needed to move the controls at various speeds. In the trans-sonic range, the air flowing past the control surfaces seems to take on the consistency of molasses and it becomes physically impossible to move the controls rapidly.

To get information, the Skyrocket carries 625 pounds of special instruments, including a manometer that measures air pressure at 400 points on the wing and tail surfaces and 904 electric strain gauges placed at different points in the structure. Five movie cameras film the readings of special instrument panels during each flight.

The Skyrocket's whole purpose is to learn what is necessary for safe and practical supersonic flight and in this it has been a success.

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*As soon as you finish reading Article 10, record your finishing time in the Time Record on page 4 of the* PROGRESS FOLDER. *Then read Test 10 on the next two pages of this* READING BOOK.

READING TEST **10** **I Fly Faster Than Sound**

*Read Item 1 and select the answer which you believe is correct. Print the letter of your answer in the Answer Record on page 4 of the* PROGRESS FOLDER. *Do each of the other items in the same way.*

1. When the Skyrocket's fire alarms went off, the pilot *first* did this:
   (A) He turned off the ignition for all the engines.
   (B) He yanked on the lever turning on the fire extinguisher.
   (C) He pulled back on the control wheel to gain altitude.
   (D) He checked again on the plane's speed and altitude.
   (E) He radioed the ground crew to stand by for a crash.

2. In the emergency, the pilot feared most that
   (A) the cockpit would become burning hot
   (B) the plane's fuel tank would catch on fire
   (C) the tail controls would break off
   (D) the plane would go into a nose dive
   (E) the plane would overrun the runway

3. Once, when the engine of the author's plane stalled at an altitude of 40,000 feet, this happened:
   (A) The plane went into a dangerous tail spin.
   (B) One of the fuel tanks caught on fire.
   (C) The author bailed out safely.
   (D) The windshield frosted up heavily.
   (E) The wing and tail controls froze.

4. The author's plane had an air-cooling unit because at fast speeds the temperature in the cockpit was raised greatly by
   (A) desert heat
   (B) jet propulsion
   (C) high altitudes
   (D) air humidity
   (E) air resistance

5. When approaching the speed of sound, some experimental planes have
   (A) flown sideways through the air
   (B) somersaulted in the air
   (C) flown to pieces in the air
   (D) skyrocketed upward into the air
   (E) rolled over in the air

6. The Skyrocket and the Skystreak were developed as part of the scientific program of
   (A) the Air Forces
   (B) the Army
   (C) the Navy
   (D) a plane manufacturer
   (E) the Civil Aeronautics Authority

7. The author's plane was faster than the Skystreak, an earlier experimental plane, mainly because his plane had
   (A) a whirlwind motor
   (B) jet engines
   (C) swept-back wings
   (D) rocket tubes
   (E) adjustable propellers

8. All the fuel supply for the rocket motors can be burned in about
   (A) two seconds
   (B) two minutes
   (C) 30 minutes
   (D) one hour
   (E) two hours

9. The speed of sound at sea level temperature is about
   (A) 500 miles per hour
   (B) 750 miles per hour
   (C) 1000 miles per hour
   (D) 1250 miles per hour
   (E) 1500 miles per hour

10. The speed of sound is faster
   (A) at medium temperatures
   (B) at lower temperatures
   (C) at higher altitudes
   (D) at lower altitudes
   (E) at higher temperatures

*Please do not look back at the article while you are doing the test.*
*Please do not make any marks on the test or elsewhere in this book.*

| | |
|---|---|
| 11. The Skyrocket had a wingspan of | (A) 150 feet<br>(B) 125 feet<br>(C) 100 feet<br>(D) 75 feet<br>(E) 25 feet |
| 12. The jet motor of the Skyrocket burned | (A) gasoline<br>(B) kerosene<br>(C) alcohol<br>(D) liquid oxygen<br>(E) hydrogen-peroxide |
| 13. When the author's plane was traveling at about the speed of sound, the air outside appeared to be | (A) very cold<br>(B) very quiet<br>(C) very cloudy<br>(D) very thin<br>(E) very rough |
| 14. When the author was flying the Skyrocket faster than sound, he found that | (A) the air outside seemed very uneven<br>(B) the controls inside required finger-tip pressures<br>(C) the air outside seemed like heavy molasses<br>(D) the air outside seemed like thin sirup<br>(E) the cockpit was much noisier than usual |
| 15. When the author was flying the Skyrocket at supersonic speed just above the ground, the only thing he could see clearly was | (A) the runway below<br>(B) the horizon ahead<br>(C) the cars and people alongside the runway<br>(D) the sky overhead<br>(E) the fire and smoke of the motors |
| 16. When the plane was traveling fast just above the ground, observers heard its crash and roar of sound | (A) just as photographers snapped pictures<br>(B) before they saw the plane flash by<br>(C) as they saw the plane flash by<br>(D) after they saw the plane flash by<br>(E) when the rocket motors were turned on |
| 17. In order to fly safely, the pilot of a supersonic plane must | (A) keep himself alert mentally and physically<br>(B) be extra careful in going through the sound barrier<br>(C) think in terms of miles per hour<br>(D) fly with his eyes and mind ten miles behind the plane<br>(E) watch for only the big things that may bring disaster |
| 18. In testing the Skyrocket, its builders and test pilots were interested in all the five things given here. Only one of these things, however, usually makes newspaper headlines. Which one is it? | (A) How the plane stalls at different altitudes<br>(B) How well the plane handles at slowest speed<br>(C) How stable the wings and the tail are<br>(D) How fast the plane flies<br>(E) How fast the plane safely takes off and lands |
| 19. The Skyrocket had special instruments *not* found on regular planes. These instruments measured | (A) sounds and visibility<br>(B) speeds and altitudes<br>(C) strains and air pressures<br>(D) temperatures and humidities<br>(E) fuel and oil consumption |
| 20. The whole purpose of the tests of the Skyrocket was to find out what was necessary to make supersonic flight | (A) safe and practical<br>(B) near sea level and at high elevations<br>(C) comfortable and enjoyable<br>(D) spectacular and dramatic<br>(E) inexpensive and efficient |

NEXT—*Follow the directions on page 88 of this* READING BOOK.

ARTICLE **11**

# Zenobia's Infidelity*

**by H. C. Bunner**

**READING PRACTICE 11** *In a book, magazine, or newspaper that you like, practice reading for speed and comprehension. Make a record of each such practice in Chart 3 on page 8 of the* PROGRESS FOLDER. *Then do Reading Article 11.*

**READING ARTICLE 11** *Before you begin reading Article 11, record your starting time in the Time Record on page 7 of the* PROGRESS FOLDER. *Then read Article 11. Read it as fast as you can, but make sure you understand what you are reading.*

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DR. TIBBITT stood on the porch of Mrs. Pennypepper's boarding-house, and looked up and down the deserted Main Street of Sagawaug with a contented smile. He looked across the street and picked out the very house that he proposed to buy when the one remaining desire of his soul was gratified.

The Doctor was climbing into his gig when a yell startled him. A freckled boy with saucer eyes dashed around the corner.

"Doctor!" he gasped, "come quick! The circus got a-fire an' the trick elephant's most roasted!"

When they reached the circus-grounds, they found a crowd around a small side-show tent. Dr. Tibbitt pushed his way through the throng, and gazed upon the huge beast, lying on her side on the grass, her broad shoulder charred and quivering. Her bulk expanded and contracted with spasms of agony, and from time to time she uttered a moaning sound. By her side stood her keeper.

"That there elephant's been like my own child," groaned the keeper, "I've slep' alongside of her every night for fourteen years."

The Doctor had been carefully examining his patient, whose name was Zenobia.

"If there is any analogy—" he began.

"Neuralogy!" snorted the indignant showman; 'tain't neuralogy, you jay pill-box, she's cooked!"

"If there is any analogy," repeated Dr. Tibbitt, flushing a little, "between her case and that of a human being, I think I can save your elephant. Get me a barrel of linseed oil, and drive these people away."

The Doctor's orders were obeyed with eager submission. At the end of an hour, Zenobia's sufferings were somewhat alleviated. She lay on her side, chained tightly to the ground, and swaddled in bandages. Her groans had ceased.

"I'll call to-morrow at noon," said the Doctor—"good gracious, what's that?" Zenobia's trunk was playing around his waistband.

"She wants to shake hands with you," her keeper explained. "She's a lady, she is, and she knows you done her good."

"I'd rather not have anything of the sort," said the Doctor, decisively.

The show went off in a day or two, leaving Zenobia to recover at leisure. In two weeks she was cured, except for extensive and permanent scars, and she waited only for a favorable opportunity to rejoin the circus.

Upon a sunny afternoon in the last of August, Dr. Tibbitt jogged slowly toward Sagawaug in his neat little gig. He had been to call upon Miss Minetta Bunker, the young lady whom he desired to install in the house with the garden running down to the river. He had found her starting out for a drive in Tom Matson's dogcart.

The Doctor was so troubled, indeed, that he paid no heed to a heavy, repeated thud behind him, on the macadamized road. His gentle little mare heard it, though, and began to curvet and prance.

He looked around, and the cold sweat stood out on him as he saw Zenobia, her chain dragging from her hind-foot, trotting along by the side of his vehicle, snorting with joy, and evidently bent on lavishing her pliant, serpentine, but leathery caresses upon his person.

His fear vanished in a moment. The animal's intentions were certainly pacific, to put it mildly. He reflected that if he could keep his horse ahead of her, he could lead her back toward her tent.

They started up the road toward Zenobia's tent, Zenobia caressing her benefactor while shudders of antipathy ran over his frame. In a few minutes the keeper hove in sight. Zenobia saw him first and disappeared in a patch of woods, leaving the Doctor to quiet his excited horse and to face the keeper, who advanced with rage in his eye.

"I don't want your counfounded elephant," roared the Doctor; "Why don't you keep it chained up?"

"She busted her chain to git after you," replied the keeper, "Oh, I seen you two lollygaggin' all along the road. I knowed you wa'n't no good the first time I set eyes on yer, a-sayin' hoodoo words over the

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*Condensed and reprinted from *Short Sixes*, by H. C. Bunner; used by permission of the publishers, Charles Scribner's Sons.

poor dumb beast."

The next morning, about four o'clock, Dr. Tibbitt awoke, jumped out of bed and went to the window. Below him stood Zenobia, swaying to and fro. The Doctor hastily dressed himself and slipped downstairs and out.

His only course was to lead her out of the town before people began to get up, and to detain her in some remote meadow until he could get her keeper to come for her and secure her by force or stratagem.

The Doctor found a secluded pasture, near the woods that encircled the town. After a while, Zenobia lifted her trunk in the air, emitted a mirthful toot, and struck out for the woods with the picturesque and cumbersome gallop of a mastodon pup.

The Doctor then marched toward the town with the light of a firm resolve illuminating his face.

"If that elephant's disease is gratitude," thought the Doctor, "I'll give her an antidote."

He went to the drugstore and wrote down a prescription.

When the druggist looked at it, he was taken short of breath.

"What's this?" he asked—"a bombshell?"

"Put it up," said the Doctor, "and don't talk so much." He lingered nervously on the druggist's steps, looking up and down the street. By-and-by the druggist put his head out of the door.

"I've got some asafoetida pills," he said, "that are kind o' tired, and half a pound of whale oil soap that smells-a-plenty—"

"Put 'em in!" said the Doctor, grimly, as he saw Zenobia coming in sight far down the street.

She came up while the Doctor was waiting for the medicine.

"Down Zenobia!" said the Doctor, thoughtlessly, as he might have addressed a dog. "Zenobia—pill!"

As she had often done in her late illness, Zenobia opened her mouth at the word of command, and swallowed the infernal pill. Then they started up again, and the Doctor headed for Zenobia's tent.

The Doctor had compounded a pill well calculated to upset Zenobia's stomach. That it would likewise give her consuming thirst he had not considered. She filled her trunk at a wayside trough and poured the contents into her mouth. Then she sucked up a puddle or two. Then she came to Bumgardner's where a dozen kegs of lager-beer and a keg of gin stood on the sidewalk. Zenobia's circus experience had taught her what a water-barrel meant. She deftly staved in the head of one keg after another, and with her trunk she drew up the beer and the gin, and delivered them to her stomach.

Zenobia was sick, but intoxication dominated her sickness. Even sulphide of calcium withdrew courteously before the might of beer and gin. Rocking from side to side, reeling across the road and back, trumpeting in imbecile inexpressive tones, Zenobia advanced.

The Doctor looked forward. Tom Matson sat in his dogcart, with Miss Bunker by his side. His horse had caught sight of Zenobia, and he was rearing high in the air, and whinnying in terror. Before Tom could pull him down, he made a sudden break, overturned the dogcart, and flung Tom and Miss Minetta Bunker on a bank by the side of the road. Tom had scarcely landed before he was up and off, running hard across the fields.

The Doctor had jumped out of his gig and had his arm about Miss Minetta's waist when he turned to face his familiar demon.

But Zenobia was a hundred yards down the road, and she was utterly incapable of getting any further. She trumpeted once or twice, then she wavered like a reed in the wind; her legs weakened under her and she sank on her side.

An hour later, Dr. Tibbitt was driving along the road with Miss Bunker by his side.

But it was evening when Zenobia awoke to find her keeper sitting on her head. He jabbed a cotton-hook firmly and decisively into her ear, and led her homeward down the road. That was the end of Zenobia's infidelity.

**The Doctor looked around, and the cold sweat stood out on him as he saw Zenobia, her chain dragging from her hind-foot, trotting along by the side of his vehicle, snorting with joy, and evidently bent on lavishing her pliant, serpentine, but leathery caresses upon his person. His fear vanished soon.**

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*As soon as you finish reading Article 11, record your finishing time in the Time Record on page 7 of the* PROGRESS FOLDER. *Then read Test 11 on the next two pages of this* READING BOOK.

## Zenobia's Infidelity

*Read Item 1 and select the answer which you believe is correct. Print the letter of your answer in the Answer Record on page 7 of the* PROGRESS FOLDER. *Do each of the other items in the same way.*

1. In the story, "Zenobia's Infidelity," the elephant was unfaithful to
   (A) the druggist
   (B) the Doctor
   (C) the keeper
   (D) the sideshow crowd
   (E) the circus

2. Dr. Tibbitt's contentment was to be complete when he had
   (A) bought a new gig and fast horse to pull it
   (B) bought and moved into his own house
   (C) built up a successful practice
   (D) won and married the girl he loved
   (E) returned Zenobia to her keeper

3. The Doctor knew that the elephant, Zenobia, was seriously burned when he noticed that she was
   (A) lying unconscious on the grass
   (B) surrounded by people
   (C) was covered with oil
   (D) quivering and moaning
   (E) trumpeting loudly and wildly

4. An analogy, as the Doctor used the word, meant
   (A) a likeness between two medical cases
   (B) a conflict between two medical cases
   (C) a difference between two medical cases
   (D) a strain between two medical cases
   (E) a friendship between two medical cases

5. The worried keeper said that he had cared for Zenobia like a child for a period of
   (A) 20 years
   (B) 14 years
   (C) 10 years
   (D) 6 years
   (E) 2 years

6. In treating Zenobia, the Doctor
   (A) gave her a big drink of beer and gin
   (B) gave her an injection to ease her pain
   (C) gave her a large pill of sleeping medicine
   (D) stroked her head and ears to quiet her
   (E) covered her body with oil and bandages

7. When Zenobia put her trunk around the Doctor's waist, the Doctor was surprised and
   (A) dissatisfied
   (B) displeased
   (C) ungrateful
   (D) disappointed
   (E) disinterested

8. One August afternoon, while riding in his gig, the Doctor did not notice the repeated thud behind him because
   (A) he feared that his rival was winning his lady love
   (B) he thought that Zenobia was securely chained at the tent
   (C) he saw that his horse was getting very nervous
   (D) he feared that the keeper was very angry with him
   (E) he was rushing to a very ill patient

9. When the Doctor first saw that Zenobia was near, she was trying
   (A) to caress him with her trunk
   (B) to run faster than his horse
   (C) to escape from her keeper
   (D) to surprise him with joyful toots
   (E) to pull him out of his gig

10. When the Doctor saw that Zenobia did not intend to harm him, he tried to get her back to her tent
    (A) by chaining her to a post until her keeper came
    (B) by driving his horse and gig behind her
    (C) by keeping his horse and gig ahead of her
    (D) by ordering her quietly and firmly to go home
    (E) by calling her keeper to come and get her

*Please do not look back at the article while you are doing the test.*
*Please do not make any marks on the test or elsewhere in this book.*

11. When Zenobia saw her keeper in the road ahead, she
(A) ran off into a near-by patch of woods
(B) walked close to the doctor and stayed there
(C) trumpeted a welcome and ran to meet him
(D) sat down in the road and would not budge
(E) turned around and galloped down the road

12. The keeper angrily implied that the Doctor had intentionally
(A) made Zenobia hate her keeper
(B) fallen in love with Zenobia
(C) nursed Zenobia back to health
(D) stolen Zenobia's affection
(E) broken Zenobia's chain

13. When the Doctor saw Zenobia outside his house one morning, he decided to lead her out of town and
(A) to show her there that he really did not like her
(B) to keep her there and return her after dark
(C) to hide her there so no one could find her
(D) to feed her there until he could get some medicine
(E) to hold her there until her keeper came for her

14. After Zenobia had run from the meadow into the woods, the Doctor went back to town and had the druggist prepare a dose of medicine that would make Zenobia
(A) sleepy and let the Doctor alone
(B) sick and hate the Doctor for it
(C) intoxicated and like the Doctor for it
(D) well and grateful to the Doctor for it
(E) gentle and easier for the Doctor to handle

15. When the Doctor offered Zenobia the pill of medicine, she readily swallowed it probably because she remembered that
(A) he had always spoken kindly to her
(B) he had led her out to the grassy meadow
(C) he had broken her chain and set her free
(D) he had given her something helpful before
(E) he had never been cruel to her before

16. The pill that Zenobia swallowed made her extremely
(A) tired
(B) hungry
(C) thirsty
(D) intoxicated
(E) angry

17. Because of her circus experience, Zenobia did this when she saw the beer and gin kegs:
(A) She stacked the kegs in neat piles with her trunk.
(B) She waited for her keeper to open the kegs.
(C) She broke the kegs open and drank their contents.
(D) She kept the Doctor from going near the kegs.
(E) She rolled the kegs along with her front feet.

18. Just after Zenobia got drunk, she
(A) reeled back toward her circus tent
(B) trumpeted loudly and joyfully
(C) sank down near the Doctor's gig
(D) fell down and got up many times
(E) staggered from one side of the road to the other

19. Immediately after Zenobia terrorized Tom Matson's horse, each of these things except one occurred. Which did *not* occur?
(A) The Doctor rushed to Minetta and held her in his arms.
(B) In breaking away, Tom's horse overturned the cart.
(C) Tom and Minetta were thrown alongside the road.
(D) Tom ran away as fast as possible across the fields.
(E) Zenobia came up and put her trunk around the Doctor.

20. In the evening, after Zenobia had collapsed in the road, her keeper
(A) lay down by her and spent the night there
(B) used his cotton-hook to lead her back home
(C) knew that she was no longer unfaithful to him
(D) was still afraid that she liked the Doctor better
(E) was worried that she might attack the Doctor

NEXT—*Follow the directions on page 88 of this* READING BOOK.

ARTICLE **12**

# Typhoon*

## by Joseph Conrad

**READING PRACTICE 12** *In a book, magazine, or newspaper that you like, practice reading for speed and comprehension. Make a record of each such practice in Chart 3 on page 8 of the* PROGRESS FOLDER. *Then do Reading Article 12.*

**READING ARTICLE 12** *Before you begin reading Article 12, record your starting time in the Time Record on page 7 of the* PROGRESS FOLDER. *Then read Article 12. Read it as fast as you can, but make sure you understand what you are reading.*

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JUKES was as ready a man as any half-dozen young mates that may be caught by casting a net upon the waters; and though he had been somewhat taken aback by the startling viciousness of the first squall, he had pulled himself together on the instant, had called out the hands and had rushed them along to secure such openings about the deck as had not been already battened down earlier in the evening. Shouting in his fresh, stentorian voice, "Jump, boys, and bear a hand!" he led in the work, telling himself the while that he had "just expected this."

But at the same time he was growing aware that this was rather more than he had expected. From the first stir of the air felt on his cheek the gale seemed to take upon itself the accumulated impetus of an avalanche. Heavy sprays enveloped the *Nan-Shan* from stem to stern, and instantly, in the midst of her regular rolling, she began to jerk and plunge as though she had gone mad with fright.

Jukes thought, "This is no joke." While he was exchanging explanatory yells with his captain, a sudden lowering of the darkness came upon the night, falling before their vision like something palpable. It was as if the masked lights of the world had been turned down. Jukes was uncritically glad to have his captain at hand. It relieved him as though that man had, by simply coming on deck, taken most of the gale's weight upon his shoulders. Such is the prestige, the privilege, and the burden of command.

Captain MacWhirr could expect no relief of that sort from anyone on earth. Such is the loneliness of command. To be silent was natural to him, dark or shine. Jukes, at his elbow, made himself heard yelling cheerily in the gusts. "We must have got the worst of it at once, sir." A faint burst of lightning quivered all round, as if flashed into a cavern—into a black and secret chamber of the sea, with a floor of foaming crests.

It unveiled for a sinister, fluttering moment a ragged mass of clouds hanging low, the lurch of the long outlines of the ship, the black figures of men caught on the bridge, heads forward, as if petrified in the act of butting. The darkness palpitated down upon all this, and then the real thing came at last.

It was something formidable and swift, like the sudden smashing of a vial of wrath. It seemed to explode all round the ship with an overpowering concussion and a rush of great waters, as if an immense dam had been blown up to windward. In an instant the men lost touch of each other. This is the disintegrating power of a great wind; it isolates one from one's kind. An earthquake, a landslip, an avalanche, overtake a man incidentally, as it were—without passion. A furious gale attacks him like a personal enemy, tries to grasp his limbs, fastens upon his mind, seeks to rout his very spirit out of him.

Jukes was driven away from his commander. He fancied himself whirled a great distance through the air. Everything disappeared—even, for a moment, his power of thinking; but his hand had found one of the rail-stanchions. His distress was by no means alleviated by an inclination to disbelieve the reality of this experience. Though young, he had seen some bad weather, and had never doubted his ability to imagine the worst; but this was so much beyond his powers of fancy that it appeared incompatible with the existence of any ship whatever. He would have been incredulous about himself in the same way, perhaps, had he not been so harassed by the necessity of exerting a wrestling effort against a force trying to tear him away from his hold. Moreover, the conviction of not being utterly destroyed returned to him through the sensations of being half-drowned, bestially shaken, and partly choked.

It seemed to him he remained there precariously alone with the stanchion for a long, long time. The rain poured on him, flowed, drove in sheets. He breathed in gasps; and sometimes the water he swallowed was fresh and sometimes it was salt. For the most part he kept his eyes shut tight, as if suspecting his sight might be destroyed in the immense flurry of the elements. When he ventured

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*Condensed from *Typhoon*, by Joseph Conrad. Copyright, 1902, 1903, 1921, by Doubleday, Doran and Company, Inc. Reprinted with permission of the publisher.

to blink hastily, he derived some moral support from the green gleam of the starboard light shining feebly upon the flight of rain and sprays. He was actually looking at it when its ray fell upon the uprearing sea which put it out. He saw the head of the wave topple over, adding the mite of its crash to the tremendous uproar raging around him, and almost at the same instant the stanchion was wrenched away from his embracing arms. After a crushing thump on his back he found himself suddenly afloat and borne upwards.

All at once, in a revolt of misery and despair, he formed the crazy resolution to get out of that. And he began to thresh about with his arms and legs. But as soon as he commenced his wretched struggles he discovered that he had become somehow mixed up with a face, an oilskin coat, somebody's boots. He clawed ferociously all these things in turn, lost them, found them again, lost them once more, and finally was himself caught in the firm clasp of a pair of stout arms. He returned the embrace closely round a thick solid body. He had found his captain.

They tumbled over and over, tightening their hug. Suddenly the water let them down with a brutal bang; and, stranded against the side of the wheelhouse, out of breath and bruised, they were left to stagger up in the wind and hold on where they could.

Jukes came out of it rather horrified, as though he had escaped some unparalleled outrage directed at his feelings. It weakened his faith in himself. He started shouting aimlessly to the man he could feel near him in that fiendish blackness. "Is it you, sir? Is it you, sir?" till his temples seemed ready to burst. And he heard in answer a voice, as if crying far away, as if screaming to him fretfully from a very great distance, the one word "Yes!" Other seas swept again over the bridge.

The motion of the ship was extravagant. Her lurches had an appalling helplessness; she pitched as if taking a header into a void, and seemed to find a wall to hit every time. When she rolled she fell on her side headlong, and she would be righted back by such a demolishing blow that Jukes felt her reeling as a clubbed man reels before he collapses. The gale howled and scuffled about gigantically in the darkness, as though the entire world were one black gully. At certain moments the air streamed against the ship as if sucked through a tunnel with a concentrated solid force of impact that seemed to lift her clean out of the water and keep her up for an instant with only a quiver running through her from end to end. And then she would begin her tumbling again as if dropped back into a boiling caldron. Jukes tried hard to compose his mind and judge things coolly.

"She's done for," he said to himself, with a surprising mental agitation, as though he had discovered an unexpected meaning in this thought. One of these things was bound to happen. Nothing could be prevented now, and nothing could be remedied. The men on board did not count, and the ship could not last. This weather was too impossible.

Jukes felt an arm thrown heavily over his shoulders; and to this overture he responded with great intelligence by catching hold of his captain round the waist.

They stood clasped thus in the blind night, bracing each other against the wind, cheek to cheek and lip to ear, in the manner of two hulks lashed stem to stern together.

**Jukes had seen some bad weather and could imagine the worst; but this was so much beyond his powers of fancy that it appeared incompatible with the existence of any ship whatever.**

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*As soon as you finish reading Article 12, record your finishing time in the Time Record on page 7 of the* PROGRESS FOLDER. *Then read Test 12 on the next two pages of this* READING BOOK.

READING TEST **12** **Typhoon**

*Read Item 1 and select the answer which you believe is correct. Print the letter of your answer in the Answer Record on page 7 of the* PROGRESS FOLDER. *Do each of the other items in the same way.*

1. Immediately after the first squall hit the boat, Jukes loudly ordered all hands
   (A) to check the hull throughout for dangerous leaks
   (B) to furl all the sails and tie them securely
   (C) to go below deck and stay there
   (D) to close tightly all openings on the deck
   (E) to tie themselves to the deck rails

2. Jukes, the first mate of the *Nan-Shan,* was
   (A) slightly above the average of such officers
   (B) far above the average of such officers
   (C) just about the average of such officers
   (D) slightly below the average of such officers
   (E) far below the average of such officers

3. Jukes soon found that the gale had the force of
   (A) a cyclone
   (B) a zephyr
   (C) a waterfall
   (D) a bomb explosion
   (E) an avalanche

4. The *Nan-Shan* began to jerk and plunge as though she had
   (A) gone mad with fright
   (B) turned a complete somersault
   (C) become fierce with anger
   (D) gone hilarious with humor
   (E) become nervous with fear

5. When the darkness lowered over and around the boat, it seemed to Jukes and his captain like something *palpable*—that is, like something they could
   (A) hardly look at, listen to, and feel
   (B) readily discover, fear, and hate
   (C) easily estimate, measure, and control
   (D) easily see, hear, and touch
   (E) hardly face and then endure

6. Jukes was relieved that his captain was near him on deck because the captain appeared
   (A) to be unafraid of the storm's terrible fury
   (B) to know exactly what orders to give next
   (C) to take most of the storm's weight upon his shoulders
   (D) to have the boat more or less under control
   (E) to combat the fierce storm with his large body

7. Because the captain completely accepted the burden of his command during the storm, he expected
   (A) no aid from any of his crew
   (B) no relief from anyone on earth
   (C) no assistance from near-by boats
   (D) no help from shore stations
   (E) no let up in the fury of the wind

8. When the lightning burst faintly, the ship appeared to be
   (A) in a light and open room of the sea
   (B) in a dark and secret room of the sea
   (C) in a yellow and horrible room of the sea
   (D) in a green and underwater room of the sea
   (E) in a black and mysterious room above the sea

9. The lightning flash showed
   (A) a ragged mass of low-hanging clouds
   (B) a faint light on the starboard deck
   (C) a huge funnel of a coming tornado
   (D) an ugly mass of high-flying clouds
   (E) the ship's torn and fluttering sails

10. The men on the bridge held their heads forward as if in the act of butting because they were
    (A) listening to the thunder
    (B) running for cover
    (C) bracing against the waves
    (D) leaning against the wind
    (E) looking at the storm ahead

*Please do not look back at the article while you are doing the test.*
*Please do not make any marks on the test or elsewhere in this book.*

11. When the real thing came, the storm was like each of these things except one. Which was this real thing *not* like?
(A) A great pressure of air
(B) A smashed tube of anger
(C) An explosion all around
(D) A violent earthquake
(E) A rushing of great waters

12. An avalanche differs from a great wind in this respect. The avalanche
(A) attacks a man like a personal enemy
(B) overtakes a man without emotion
(C) takes hold of a man's arms and legs
(D) fixes upon a man's mind
(E) tries to break a man's spirit

13. When Jukes grabbed a rail-stanchion to stop his flight through the air, he had a feeling that everything about this experience was completely
(A) incompatible
(B) inhuman
(C) unreal
(D) cruel
(E) senseless

14. Jukes had to use all his strength to hold onto the stanchion; he was half-drowned, badly shaken, and partly choked. These facts made him realize that he had *not* been
(A) unconscious
(B) injured
(C) isolated
(D) defeated
(E) destroyed

15. While Jukes kept a firm grasp on the stanchion, he
(A) kept his eyes open and saw the starboard light
(B) saw the rain coming down more gently
(C) breathed in gasps and swallowed fresh and salt water
(D) found the captain and put his arm around him
(E) used his hat to protect his face from the wind

16. Jukes gave up his hold on the stanchion because he was
(A) completely exhausted
(B) hit by a giant wave
(C) thrown by the pitch of the boat
(D) struck by a burst of wind
(E) desperate to find his captain

17. After Jukes lost the stanchion and while he was desperately struggling to save his life,
(A) he was caught by the strong arms of his captain
(B) he caught the captain's oilskin coat and held on tightly
(C) he shouted loudly to the captain to grab him
(D) he decided once and for all to give up seafaring
(E) he firmly grabbed the railing around the wheelhouse

18. While standing on the bridge, Jukes
(A) was bruised and out of breath
(B) was lifted and dropped by the water
(C) was feeling outraged and less self-confident
(D) was holding on to anything solid
(E) was feeling proud and confident of himself

19. Jukes tried hard to keep his mind cool and collected while each of these things except one was happening. Which was *not* happening?
(A) The ship tumbled as if it were in a great boiling kettle.
(B) The ship pitched and rolled as though it were collapsing.
(C) The gale made the whole world look like a black gully.
(D) The wind seemed to lift the ship clear out of the water.
(E) The ship moved as if it were crossing rolling country.

20. As Jukes and his captain clasped each other tightly on the bridge, Jukes felt that the ship was done for because he thought that nothing could be
(A) understood or comprehended
(B) continued or changed
(C) helped or hindered
(D) cautioned or stopped
(E) prevented or remedied

NEXT—*Follow the directions on page 88 of this* READING BOOK.

ARTICLE **13**

# Fire Walkers of the South Seas*

**by Wilmon Menard**

**READING PRACTICE 13** *In a book, magazine, or newspaper that you like, practice reading for speed and comprehension. Make a record of each such practice in Chart 3 on page 8 of the* PROGRESS FOLDER. *Then do Reading Article 13.*

**READING ARTICLE 13** *Before you begin reading Article 13, record your starting time in the Time Record on page 7 of the* PROGRESS FOLDER. *Then read Article 13. Read it as fast as you can, but make sure you understand what you are reading.*

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ONE OF the strangest ceremonies of the South Seas, still performed on many islands of the far South Pacific, particularly in the eastern Polynesian archipelagoes, is the mysterious ritual of fire walking in which barefooted natives promenade slowly over a long, square pit of rocks heated to a glowing intensity. The participants believe that by this ritual they undergo purification.

I first witnessed and took part in a fire-walking ceremony upon my return to Tevaitoa, Raiatea, a small island of the Leeward Group in the Society Islands of the far South Pacific. (The ceremony, called *Umuti,* occurred on a *Umu* or oven.)

The two days necessary for the heating of the rocks sped by quickly. Ari, my native friend, and I were at the oven pit at the first light of daybreak. The edges of the clearing were packed with natives of Raiatea and the adjoining isles. A small group of tourists stood a short distance away, carrying on a garrulous conversation concerning their "solutions" to the fire walk.

Terii Pao, the chief and famous fire walker, suddenly appeared close to the oven. His followers leaped to their feet behind him. I could feel the intense excitement that swept the clearing at his appearance.

The group of tourists rushed over to Terii Pao and surrounded him for an intensive inspection of his feet and whatever else might have been concealed "up his sleeve." He submitted indulgently, smiling at their thorough examination.

One of the tourists turned suddenly and approached the edge of the oven. Looking full into the pit for only an instant, he groaned, clapped his hands to his face, and backed away. The oven was hot! Another tourist tossed a linen handkerchief upon the rocks, and in a second it was reduced to gray powder.

Now Terii Pao, his head held high, walked toward the end of the oven nearest me, a branch of ti leaves in his hand. He halted at the edge of the oven and struck the rock three times with the leaves, chanting in a low voice. His assistants, close behind, lifted their voices in the Umuti chant. Terii Pao's voice became louder, and the great cords in his neck swelled. His eyes were still uplifted.

I shall never forget the great sigh and then the hush that followed Terii Pao's first step upon the oven. He hesitated a moment, as if to be sure that the stones would not shift under his weight and then—he walked onto the hot rocks! He strode once across the pit and then turned and recrossed it. His followers formed in a line behind him when he returned. The spectators, native and tourist alike, were spellbound.

Again the fire walking chief struck the stones with his branch of ti leaves. Terii Pao and his assistants walked with firm steps across the center of the oven. I could see the great heat waves rising above their heads, but there was no odor of burning flesh as I had half expected. They had traversed the oven now, and Terii Pao raised his ti leaves to signal the column to about-face and march back over the pit. They traversed the oven three times.

Following the third cross, Chief Terii Pao called out, "Enough." Then he quickly turned and crawled across the oven on his stomach. On the other side, he stood up and faced the astounded tourists. They, understanding that he was ready to be examined, gathered about him. The Chief and his followers lifted their feet, so that they could be viewed and handled. The soles, as I could see, were not even marked, and one tourist who placed his hand against them announced that they were "cold as ice."

Now Terii Pao exhorted the natives to follow him across the oven. Passing close to me, he caught my eyes, grinned, and said, "Will you not walk behind me on the oven? You have lived long in our islands and understand our customs. You will surely not be harmed if you follow close behind me, keep your head up, be quiet, and don't stumble."

"Why don't you?" yelled the tourists.

"Go ahead!" urged Ari and the assembled natives.

"Come, come, come!" persisted Terii Pao.

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*Condensed from *Natural History,* January, 1949. Copyright 1949, by the American Museum of Natural History, New York. Reprinted with permission of the publisher and the author.

I cannot say that the prospect of walking on the hot stones was agreeable to me, and I wavered. Terii Pao gave me a broad smile which might have meant, "Are you afraid?" It was this that prompted me to kick off my sneakers, remove my socks, and cry, "Let's go!"

A great shout of approval came from the native spectators.

I stepped into line behind Terii Pao. There was a taut feeling in the pit of my stomach. My heart was beating hard, my head ached, and I wanted to bolt. I have always had a great fear of fire, and now that fright was intensified. The natives behind pushed me gently. **Terii Pao had started!**

I gritted my teeth and groaned inwardly. I began to walk mechanically. Every step I rebuked myself: "You fool, now look what you've let yourself in for!" My legs felt numb and leaden. Then my bare feet touched something uneven and elevated. In the next instant, countless tiny electric shocks struck the soles of my feet. It was like the sudden contact of the skin with sharp needles. Great heat waves rose about my head, compelling me to half close my eyes. It was not unlike the sudden blast of heat that strikes when opening the doors of a huge furnace.

The heat of the oven all but suffocated me. I was unable to draw a normal breath. The heat waves affected the membrane of my nostrils. My lungs became strained, and I feared that I would choke if I did not breathe pure air quickly.

Then, suddenly, the prickly sensation on the bottom of my feet ceased, and I knew I had arrived at the far end of the oven. The last in line had not crossed the pit, so we continued walking across the clearing in a straight column. I glanced briefly down at my feet. They were untouched! There were no traces of searing or blistering. I could hardly believe my eyes. My shirt was wet, and I could see that Terii Pao's broad back was streaming with perspiration. Suddenly, he raised his wand of ti leaves, a signal that the last man had passed over the oven, and that everyone should right-about face for the return trip.

I knew that I could not stand another trip across the hot stones, so I stepped quickly out of line. Terii Pao smiled and patted me on the back understandingly. The fire walkers moved onto the oven again, and I was left standing 20 feet away, dazed and trembling from head to foot. The tourists grouped about me, highly excited, screaming questions at me from all sides. I had no solution to offer.

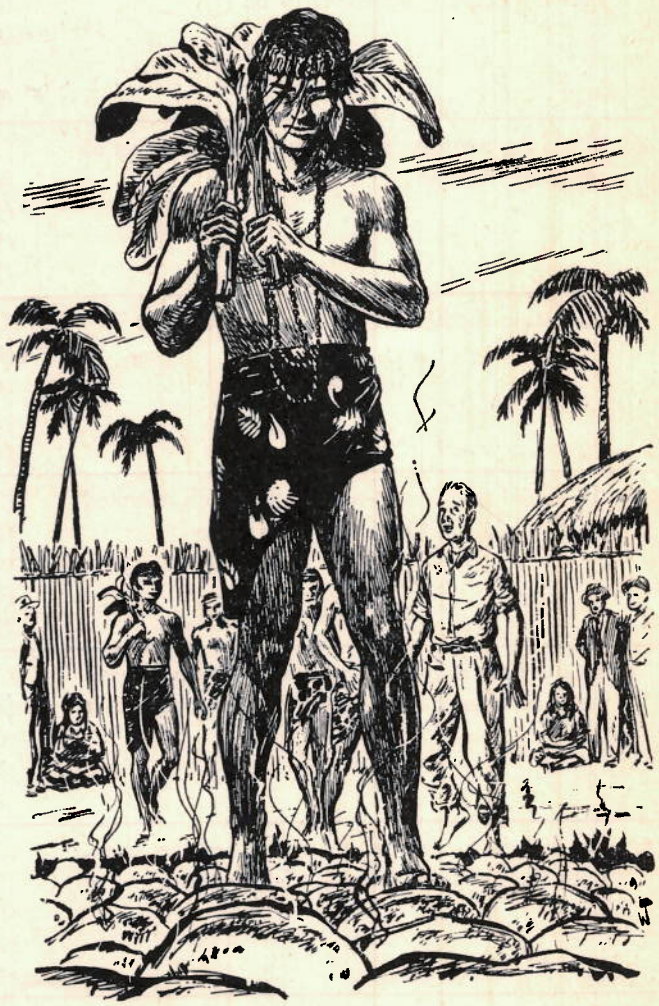
How then do I explain fire walking?

First, I suppose there is the control of mind over matter. No one can view the performances of the authentic fakirs of India without believing that a person can develop special control over portions of his anatomy, and it is undeniable that one's reaction to pain depends a great deal upon his state of mind.

Second, the human body's automatic adjustment to abnormal heat, coupled with precise timing on the part of the performer, make the feat possible. Nature has provided the human body with its own cooling system—perspiration. Moisture evaporating from the skin provides parts of the body with a layer of cooler air.

And third, people should realize that the danger from heat is partly emotional. Human beings, say persons trapped in burning buildings, can overcome high registers of heat by rational, well-organized attitudes of self-preservation. Fright or overexcitement contributes to an increase in the temperature of the blood.

The fire walkers of Raiatea have had no indoctrination as to the scientific principles of heat. Therefore, they quite understandably look to a supernatural explanation of the safe transit of the fiery Umu.



**When the author stepped into line behind Terii Pao, his stomach tightened, his heart beat hard, and his head ached. He wanted to bolt. Always afraid of fire, his fear intensified.**

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*As soon as you finish reading Article 13, record your finishing time in the Time Record on page 7 of the* PROGRESS FOLDER. *Then read Test 13 on the next two pages of this* READING BOOK.

READING TEST **13** **Fire Walkers of the South Seas**

*Read Item 1 and select the answer which you believe is correct. Print the letter of your answer in the Answer Record on page 7 of the* PROGRESS FOLDER. *Do each of the other items in the same way.*

1. The strange ceremony of fire walking is still performed on many islands, particularly in Polynesia which is located in
   (A) the near South Pacific
   (B) the middle South Pacific
   (C) the far South Pacific
   (D) the near North Pacific
   (E) the middle North Pacific

2. For many years the natives have carried on the ritual of fire walking because they believed that this ceremony
   (A) frightened their enemies
   (B) entertained tourists
   (C) tested their endurance
   (D) hardened their feet
   (E) purified them

3. The popularity of the fire walking ceremony on Raiatea island was shown especially by this fact:
   (A) The author came again to see the ritual.
   (B) Many local natives attended.
   (C) A group of American tourists came to watch.
   (D) Many natives came from near-by islands to watch.
   (E) Everybody present enjoyed the ritual.

4. When the chief appeared near the oven, the native spectators appeared to be
   (A) very excited
   (B) very pleased
   (C) very worried
   (D) very calm
   (E) very curious

5. When the tourists carefully inspected the feet of the chief, he was
   (A) angry about it
   (B) hurried about it
   (C) worried about it
   (D) good humored about it
   (E) indifferent about it

6. In testing the heat of the oven, one tourist
   (A) walked over the hot rocks with his shoes on
   (B) walked to the edge of the oven and looked into it
   (C) threw a cup of cold water on the hot rocks
   (D) picked up a hot rock with his bare hand
   (E) held his handkerchief over his nose

7. The chief struck a rock with a branch, chanted loudly, and uplifted his eyes because
   (A) he was waiting for the oven to cool down
   (B) he was sure the oven would not burn his feet
   (C) he wanted to put on a show for the tourists
   (D) he was trying to impress the native spectators
   (E) he was carrying out the ritual of the ceremony

8. In his first step onto the oven, the chief hesitated a moment as if he were making sure that
   (A) the stones would not blister his bare feet
   (B) the stones would not shift under his weight
   (C) the assistants were not too close behind him
   (D) the tourists were not too upset by his action
   (E) the stones would not sink under his weight

9. As the chief crossed and re-crossed the oven, both the native and the tourist spectators were
   (A) alarmed
   (B) entertained
   (C) sorry
   (D) fascinated
   (E) envious

10. As the chief and his assistants were walking back and forth across the oven, the author half expected
    (A) to see one of them collapse from the heat
    (B) to see expressions of pain on their faces
    (C) to hear their suppressed moans and groans
    (D) to smell the odor of their burning flesh
    (E) to see the heat waves rising around their bodies

*Please do not look back at the article while you are doing the test.*
*Please do not make any marks on the test or elsewhere in this book.*

11. The chief astounded the tourists most when he did this:
(A) He crawled across the oven on his stomach.
(B) He walked across the oven on his hands and feet.
(C) He sat for a moment in the middle of the oven.
(D) He walked slowly backward across the oven.
(E) He cooled off the stones he touched.

12. When one tourist examined the soles of the fire walkers' feet, he said that they were
(A) warm as toast
(B) cool as cucumbers
(C) cold as ice
(D) tough as leather
(E) hot as blazes

13. The chief invited the author to take part in the fire walk probably because he knew that the author
(A) had asked if he too might cross the oven
(B) had only a short time to study native customs
(C) had wanted for a long time to join in the ritual
(D) had appeared very skeptical about the ceremony
(E) had lived in the islands and understood native customs

14. When the chief invited the author to walk across the oven, he told the author to do each of these things except one. Which did he *not* tell the author to do?
(A) Keep your head up.
(B) Follow close behind me.
(C) Be brave.
(D) Be quiet.
(E) Don't stumble.

15. The author finally decided to join the fire walkers when
(A) the tourists grinned as if to say "Why don't you?"
(B) the chief smiled as if to say "Are you afraid?"
(C) Ari and the other natives shouted "Go ahead!"
(D) the chief motioned for him to come along
(E) the author felt he could do what the chief did

16. At the edge of the oven, the author felt that
(A) his stomach was tightening up
(B) his heart was beating more slowly
(C) his head was cooler than ever
(D) his legs were turning to jelly
(E) his eyes were going blind

17. When the author's bare feet touched the heated stones, he *first* noticed this:
(A) His mind kept thinking "This will soon be over."
(B) His teeth gritted together tightly.
(C) His legs seemed numb and like lead.
(D) His eyes were half closed to keep out the heat.
(E) His soles felt countless needle-like stabs.

18. While walking across the oven, the author was most afraid that he would
(A) fall down
(B) blister his feet
(C) choke
(D) show fear
(E) not be able to see

19. After the author successfully crossed the oven, he noticed that he was
(A) dazed and trembling
(B) worried and troubled
(C) fearful and angry
(D) happy and proud
(E) calm and cool

20. As possible explanations of fire walking, the author mentioned each of these things except one. Which did he *not* mention?
(A) The mind can develop special control over the body's parts.
(B) Supernatural beliefs always keep mind and body cool.
(C) A person's state of mind affects his reaction to pain.
(D) Perspiration automatically cools the body.
(E) Keeping cool emotionally helps keep the body cool.

NEXT—*Follow the directions on page 88 of this* READING BOOK.

ARTICLE **14**

# The Men From Mars*

**by John Houseman**

**READING PRACTICE 14** *In a book, magazine, or newspaper that you like, practice reading for speed and comprehension. Make a record of each such practice in Chart 3 on page 8 of the* PROGRESS FOLDER. *Then do Reading Article 14.*

**READING ARTICLE 14** *Before you begin reading Article 14, record your starting time in the Time Record on page 7 of the* PROGRESS FOLDER. *Then read Article 14. Read it as fast as you can, but make sure you understand what you are reading.*

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ON SUNDAY, October 30, 1938, at 8:00 P.M., in a radio studio littered with coffee cartons and sandwich paper, Orson Welles swallowed a second container of pineapple juice. He then put on his earphones, raised his long white fingers and threw the cue for the Mercury Theater theme—the Tchaikovsky Piano Concerto in B Flat Minor No. 1. After the music dipped, there were routine introductions —then the announcement that a dramatization of H. G. Wells' famous novel, *The War of the Worlds,* was about to be performed. Around 8:01 Orson began to speak as follows:

"We know now that in the early years of the twentieth century this world was being watched closely by intelligences greater than man's and yet as mortal as his own. . . . Across an immense ethereal gulf minds that are to our minds as ours are to the beasts in the jungle, intellects vast, cool, and unsympathetic regarded this earth with envious eyes and slowly and surely drew their plans against us. In the thirty-ninth year of the twentieth century came the great disillusionment.

"It was near the end of October. Business was better. The war scare was over. More men were back at work. Sales were picking up. On this particular evening, October 30, the Crossley service estimated that thirty-two million people were listening in on their radios . . ."

Neatly, without perceptible transition, he was followed on the air by an anonymous announcer caught in a routine bulletin:

"For the next twenty-four hours not much change in temperature. Maximum temperature 66; minimum 48. This weather report comes to you from the Government Weather Bureau. . . . We now take you to the Meridan Room in the Hotel Park Plaza in downtown New York, where you will be entertained by the music of Ramon Raquello and his orchestra."

On that particular evening, Edgar Bergen in the person of Charley McCarthy temporarily left the air about 8:12 P.M., yielding place to a new and not very popular singer. At that point, a large number of listeners started twisting their dials in search of other entertainment. Many of them turned to us—and when they did, they stayed put! For by this time our broadcast had announced that a mysterious meteorite had fallen at Grovers Mill in New Jersey, that the Martians had begun to show their foul leathery heads above the ground, and that the New Jersey State Police were racing to the spot. Within a few minutes people all over the United States were praying, crying, fleeing frantically to escape death from the Martians.

The reaction was strongest at points nearest the tragedy—in Newark, New Jersey, in a single block, more than twenty families rushed out of their houses with wet handkerchiefs and towels over their faces.

In New York hundreds of people on Riverside Drive left their homes ready for flight. Bus terminals were crowded. A woman calling up the Dixie Bus Terminal for information said impatiently, "Hurry please, the world is coming to an end and I have a lot to do."

In Rhode Island weeping and hysterical women swamped the switchboard of the Providence *Journal* for details of the massacre. A man in Pittsburgh hurried home in the midst of the broadcast and found his wife in the bathroom, a bottle of poison in her hand, screaming, "I'd rather die this way than that." In San Francisco the general impression of listeners seemed to be that an overwhelming force had invaded the United States from the air—was in process of destroying New York and threatening to move westward.

At the studio, Frank Readick played the part of Carl Phillips, the network's special reporter. He described the Martian meteorite as he saw it lying inert and harmless in a field at Grovers Mill, lit up by the headlights of a hundred cars—the coppery cylinder suddenly opening, revealing the leathery tentacles and the terrible pale-eyed faces of the Martians within.

A few moments later Carl Phillips lay dead,

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*Condensed from *Harper's Magazine,* December, 1948. Copyright 1948, by Harper & Brothers, New York. Reprinted with permission of the publisher and the author.

**Carl Phillips, "on-the-scene reporter," described the leathery tentacles and pale faces of the Martians as their cylinder opened.**

tumbling over the microphone in his fall—one of the first victims of the Martian Ray. There followed a moment of absolute silence—an eternity of waiting. Then, without warning, the network's emergency fill-in was heard—somewhere in a quiet studio, a piano, close on mike playing "Clair de Lune," soft and sweet as honey, for many seconds, while the fate of the universe hung in the balance. Finally it was interrupted by the manly reassuring voice of Brigadier General Montgomery Smith, Commander of the New Jersey State Militia. Soon after that came an eyewitness account of the fatal battle of the Watchung Hills; and then, once again, that lone piano was heard—now a symbol of terror, shattering the dead air with its ominous tinkle.

At the height of the crisis, around 8:31, the Secretary of the Interior came on the air with an exhortation to the American people. Then clouds of heavy smoke were rising from Newark, New Jersey, and the Martians, tall as skyscrapers, were astride the Pulaski Highway preparatory to wading the Hudson River. Next the Martians were across the Hudson and gas was blanketing the city. The end was near.

The organ was allowed to swirl out under the slackening fingers of its failing organist and the "last announcer" choked heroically to death on the roof of Broadcasting Building. The boats were all whistling for a while as the last of the refugees perished in New York Harbor. Finally, as they died away, an amateur shortwave operator was heard, weakly reaching out for human companionship across the empty world.

Five seconds of absolute silence. Then, shattering the reality of World's End—the Announcer's voice was heard, suave and bright:

"You are listening to the CBS presentation of Orson Welles and the Mercury Theater on the Air in an original dramatization of *The War of the Worlds*, by H. G. Wells. The performance will continue after a brief intermission."

The second part of the show was extremely well written and most sensitively played—but nobody heard it. It recounted the adventures of a lone survivor, with interesting observations on the nature of human society. It described the eventual death of the Martian invaders, slain—"after all man's defenses had failed by the humblest thing that God in his wisdom had put upon this earth"—by bacteriological action. It told of the rebuilding of a brave new world. After a stirring musical finale, Welles, in his own person, delivered a charming informal little speech about Halloween, which it happened to be.

We are off the air now and the studio door bursts open. The following hours are a nightmare. The building is suddenly full of people and dark blue uniforms. We are hurried out of the studio, downstairs, into a back office. Here we sit incommunicado while network employees are busily collecting, destroying, or locking up all scripts and records of the broadcast. Then the press is let loose upon us, ravening for horror. How many deaths have *we* heard of? (Implying they know of thousands.) It is all quite vague in my memory and quite terrible.

Gradually, after about two weeks, the excitement subsided. By then it had been discovered that the casualties were not as numerous or as serious as had at first been supposed. Later the Federal Communications Commission held some hearings and passed some regulations. The Columbia Broadcasting System made a public apology. With that the official aspects of the incident were closed.

Our actual broadcasting time, from the first mention of the meteorites to the fall of New York City, was less than forty minutes. During that time men traveled long distances, large bodies of troops were mobilized, cabinet meetings were held, savage battles fought on land and in the air. And millions of people accepted it—emotionally if not logically.

To this day it is impossible to sit in a room and hear the scratched, worn, off-the-air recording of the broadcast, without feeling in the back of your neck some slight draft left over from that great wind of terror that swept the nation.

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*As soon as you finish reading Article 14, record your finishing time in the Time Record on page 7 of the* PROGRESS FOLDER. *Then read Test 14 on the next two pages of this* READING BOOK.

## READING TEST 14 The Men from Mars

*Read Item 1 and select the answer which you believe is correct. Print the letter of your answer in the Answer Record on page 7 of the* PROGRESS FOLDER. *Do each of the other items in the same way.*

1. The condition of the CBS radio studio just before the broadcast indicated that Orson Welles, the producer, and his staff had been
   (A) hungry
   (B) tense
   (C) relaxed
   (D) afraid
   (E) confident

2. After the opening music and the usual introductions, Welles announced that his Mercury Theater was about to put on a dramatization of H. G. Wells' famous novel entitled
   (A) *Mars versus the Earth*
   (B) *The Men from Mars*
   (C) *The End of the World*
   (D) *The Battle Between the Worlds*
   (E) *The War of the Worlds*

3. In his first speech, Welles said that, in the early 1900's, our world was being watched and planned against by minds that were
   (A) much more intelligent but as deadly as ours
   (B) much more intelligent but as mortal as ours
   (C) just as intelligent and mortal as ours
   (D) much more intelligent and immortal than ours
   (E) much less intelligent but as mortal as ours

4. Welles next told the unseen listeners good things about business, peace, employment, sales, and the radio audience. He probably did this in order to make listeners feel that, throughout the United States,
   (A) people were not worried about an attack from abroad
   (B) people had the best means of communication in the world
   (C) everything was going along very nicely
   (D) something terrible was about to happen
   (E) people were more prosperous than ever before

5. The nameless announcer told about weather conditions and next switched the program to a hotel dance orchestra to make listeners feel that this broadcast
   (A) was changed somewhat from the original plan
   (B) was offering different kinds of entertainment
   (C) was soon going to present something shocking
   (D) was the usual kind heard over the air
   (E) was really worth listening to

6. At about 8:12 P.M., the radio network broadcasting the Welles program had a sharp increase in its number of listeners mainly because, on a rival network,
   (A) a disliked speaker was on the Bob Hope show
   (B) an unpopular singer appeared on the Charlie McCarthy show
   (C) Edgar Bergen told listeners to tune on the Welles show
   (D) a brief power failure cut off the popular show
   (E) people tired of listening to the same popular show

7. Early in the Welles broadcast, the announcer described a mysterious meteorite that had fallen at Grovers Mill in
   (A) Connecticut
   (B) Pennsylvania
   (C) New Jersey
   (D) Rhode Island
   (E) New York

8. The twenty families who rushed out of their houses with wet handkerchiefs and towels over their faces lived in a single block in
   (A) New York
   (B) Providence
   (C) Philadelphia
   (D) Trenton
   (E) Newark

9. Hundreds of people in New York prepared
   (A) to seek protection in the subway tubes
   (B) to fight the Martians to the finish
   (C) to flee from the city
   (D) to wait the war out in their basements
   (E) to take the ferries to New Jersey

10. In San Francisco many listeners believed that an overwhelming force was
    (A) destroying New York and threatening to move westward
    (B) cutting off New York and threatening to move northward
    (C) by-passing New York and threatening to move westward
    (D) destroying New York and threatening to move southward
    (E) temporarily stopped in its threat to destroy the West

*Please do not look back at the article while you are doing the test.*
*Please do not make any marks on the test or elsewhere in this book.*

11. The supposed first-hand stories by the special reporter from the field at Grovers Mill gave the broadcast a sense of
(A) fantasy
(B) foolishness
(C) mystery
(D) reality
(E) timeliness

12. According to the special reporter, the mysterious meteorite was a coppery cylinder filled with Martians. These creatures, he said, had
(A) leathery legs and pale-eyed faces
(B) leathery tentacles and pale-eyed faces
(C) leathery legs and red-eyed faces
(D) leathery bodies and pale-eyed faces
(E) leathery arms and red-eyed faces

13. As the studio piano softly played "Clair de Lune," some of the listeners might well have thought of this statement:
(A) What you don't know won't hurt you.
(B) Please don't shoot the pianist; he's doing his best.
(C) Music hath charms to soothe the savage breast.
(D) Nero fiddled while Rome burned.
(E) Ask not for whom the bell tolls.

14. According to the broadcast, the Martians were killing people mainly by using their own special
(A) tanks and planes
(B) fire and bacteria
(C) rays and gas
(D) jets and rockets
(E) machine guns and cannon

15. The second part of the show included each of these things except one. Which did it *not* include?
(A) The announcer urged listeners to stay home and keep calm.
(B) The only survivor talked about the nature of human society.
(C) The Martians were destroyed by bacterial diseases.
(D) Men rebuilt a brave new world.
(E) Welles spoke about Halloween, which it was.

16. Immediately after the broadcast, the radio station tried its best to keep its employees and its records of the broadcast away from
(A) rival radio networks
(B) listeners
(C) the Federal Government
(D) newspaper reporters
(E) newsreel cameramen

17. About two weeks after the broadcast,
(A) the excitement had died down
(B) newspapers were loudly attacking the program
(C) many new and serious casualties were discovered
(D) nearly everybody had forgotten about it
(E) many people asked for a re-broadcast

18. After hearings on the broadcast, the Federal Communications Commission
(A) suspended the radio network from the air
(B) passed regulations dealing with such programs
(C) made a public apology
(D) banned Orson Welles from all networks
(E) criticized people for being so easily deceived

19. The author pointed out that millions of people believed the broadcast even though the traveling, mobilizing, fighting, and meetings reported during 40 minutes of the program would have
(A) been absolutely impossible in overcrowded New York
(B) required a much longer period of time
(C) been too horrible to believe
(D) required government censorship
(E) required the co-operation of many more people

20. The author said that, when he hears the record of that broadcast, he still gets a feeling of
(A) the hard work that the staff put in on the broadcast
(B) the horrible time that the staff had afterward
(C) the great wind of terror that swept the nation
(D) the amusing Halloween prank played on listeners
(E) the great danger that could come from such broadcasts

NEXT—*Follow the directions on page 88 of this* READING BOOK.

ARTICLE **15**

# The City That Died of Fear*

**by Albert Q. Maisel**

**READING PRACTICE 15** *In a book, magazine, or newspaper that you like, practice reading for speed and comprehension. Make a record of each such practice in Chart 3 on page 8 of the* PROGRESS FOLDER. *Then do Reading Article 15.*

**READING ARTICLE 15** *Before you begin reading Article 15, record your starting time in the Time Record on page 7 of the* PROGRESS FOLDER. *Then read Article 15. Read it as fast as you can, but make sure you understand what you are reading.*

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HIGH in the mountains of eastern Arizona, a small band of archaeologists have partly uncovered one of the greatest of Indian pueblos, a city of more than five thousand souls that was founded about the time of Christ. Along with temple rooms and storehouses, magnificent pottery and well-preserved skeletons, the scientists have unearthed one of the most perplexing mysteries of all time.

For the city of Point-of-Pines died an unnatural death. One night—a hundred years before Columbus—its people went to sleep with every apparent intention of remaining there forever. The next day, men, women and children deserted their thousand-room dwellings and scurried off into the unknown. All their treasures they left where they lay—stone axes, precious arrowheads, and children's toys. In their mad haste even the cook pots were abandoned, steaming on their hearth fires. And they never returned.

Whatever it was that drove them off, the evil they ran from never came to pass. Their city stood unharmed in death, until time and the weather caved it into ruin and the winds drifted the earth into vast, gentle mounds that remained inviolate for nearly 600 years.

Since 1946, under the guidance of Professor Emil W. Haury of the University of Arizona and Curator E. B. Sayles of the Arizona State Museum, graduate students and visiting scientists have dug downward through the centuries to trace the record of a civilization's gradual rise and sudden fall.

At the deepest layer yet uncovered they have found the pit houses of the people who began to cultivate this fertile plateau in the first century of the Christian Era. How much further back into the dim past these inhabitants go, no one can yet say.

But this much is certain. The tribes that dug these half-submerged habitations were no longer nomads. They had come to Point-of-Pines and found it good. They had obtained the miracle plant, corn, and with it they had learned how to free themselves from a life of constant wandering. In their crude houses—round holes four or five feet deep, hooded over with wattles and mud—they dug storage bins and filled them with precious hoards of grain which the women ground by laboriously rubbing stone *manos* against hollowed-out lava blocks.

Then, from out of the North there came new settlers, the Anasazi, the Navajo's name for "the ancient ones." Immigrants rather than conquerors, they built their stone pueblos peacefully alongside the primitive huts of the original inhabitants. As the centuries ticked slowly by, the Anasazi were blessed by a succession of gifted leaders and a unique genius for organization. They established quarries, a mile and more away from their central pueblo. With stone axes they squared the volcanic rocks, then hauled the heavy blocks laboriously upon their backs, down the slopes to their growing city.

Yet, though they lacked all but the simplest of tools, they knew how to minimize their labor. Instead of building new, four-walled houses for each new family, they tacked additions onto their central structures—and even raised second and third stories—until their largest pueblo numbered more than 800 rooms on its ground floor alone.

To feed their growing numbers, they once again displayed an amazing gift for engineering. Their prairie was a semiarid region. Melting snows and summer showers ran off in flash floods that left only parched soil. To conquer such waters is a task that has challenged—and often defeated—modern engineers, despite all their armament of scientific knowledge and power-drawn machinery. Yet the Anasazi chiefs marched their squads of men and women bravely up to the edges of the hills and tamed the wild and transient streams. Substituting an uncanny judgment for surveyors' transits, they traced the contour lines, laid down miles of stone retaining walls, and trapped the floods upon thousands of little leveled terraces.

Life was good at Point-of-Pines in the 12th and 13th centuries—so good that it is hard to imagine why these people ever left their plateau paradise.

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But leave it they did, in terror and panic. Of this the archaeologists are certain. In all the latest ruins they have found tools, pots, toys, and jewelry, representing countless hours of human labor, lying abandoned but undestroyed. Such wealth, accumulated through centuries of toil and trading, would be left in this helter-skelter fashion only by people who believed themselves to be fleeing for their lives.

But why did they leave so hastily? Here the archaeologists can venture only what they term an educated guess. They can tell us, for certain, that Point-of-Pines—unlike other pueblos of the Southwest—did not fall the victim of an Apache raid. Wherever these fierce nomads raided, the charred remnants of burning roof beams fell over the bodies of their slaughtered victims. At Point-of-Pines no such charred timbers are to be found.

Starvation can be ruled out, too. Haury and Sayles have found corn and beans in many of the excavated rooms.

Was it disease that drove them off? Here the answer isn't easy. Conceivably, one such plague might at last have proved so devastating as to scare away all those not yet infected. But if this were true one would expect to find the bodies of the sick and dying abandoned as were the fires and kitchen tools. No such bodies have been found.

How then can the exodus be explained? Haury and Sayles do have a theory, though they are the first to point out that it is as yet as full of holes as a sieve.

They start with a fact, firmly established by the great 2,000-year ring-tree chronology developed by their associate at the University, Dr. A. E. Douglass. The rings of trees are the history of rainfall. And Dr. Douglass' records, compiled from thousands of tree samples, show that a great drought devastated the entire Southwest for twenty-three years from 1276 to 1299.

This was at least a hundred years before the panic at Point-of-Pines. Yet there are many signs that it marked the end of that city's golden age. The people survived the drought—a higher proportion of them, no doubt, than among less advanced tribes. Their terraced fields and storehouses filled with corn gave them a cushion that must have helped carry them through, even though the disaster spanned an entire generation.

Another asset also came to their rescue; their tradition of bold engineering and invention. They invented wells of a new kind—a type found only in one other spot on earth, far-off Mesopotamia. As the surface waters disappeared, they dug away wide inverted cones of earth to uncover the underlying ground water. Into these walk-in wells, thousands of patient feet marched every day under a blazing, rainless sky. Women, children, and men must have been drafted to carry millions of pots of precious fluid to the parched terraces to save their corn.

As the years of drought stretched into decades, they had to dig their wells deeper and deeper, until the trudging lines of patient water carriers wound three complete circles down the ramps to the tiny pools at the bottom.

The wells saved them, and at length the rains returned. But the long succession of evil years burned the heart out of this brave people who had hoped to conquer nature instead of their fellow man and had almost succeeded.

All that was needed at Point-of-Pines was a spark to light the psychological tinder. Possibly that spark was the word, "Apache." In 1385 these marauders burned and sacked the Gila Pueblo, only a hundred miles away. This news may have been enough to sweep away braver counsel and tip the scales for flight.

It is not merely idle curiosity or just the search for abstract information that makes continued excavation at Point-of-Pines important. Buried in the failure of Point-of-Pines may lie the key to modern man's continued existence in this beautiful land of sun and ever-threatening drought.

**A student examines a relic of corn while other Arizona archaeologists search the excavated ruins of Indian village at Point-of-Pines.**

*As soon as you finish reading Article 15, record your finishing time in the Time Record on page 7 of the* PROGRESS FOLDER. *Then read Test 15 on the next two pages of this* READING BOOK.

READING TEST **15** **The City That Died of Fear**

*Read Item 1 and select the answer which you believe is correct. Print the letter of your answer in the Answer Record on page 7 of the* PROGRESS FOLDER. *Do each of the other items in the same way.*

1. In studying the large Indian village excavated in eastern Arizona, the archaeologists have been trying to find the answer to this main question:
   (A) Why did the people live so close together?
   (B) Why did the people flee overnight?
   (C) Why did the people raise corn for food?
   (D) Why did the people build "apartment houses?"
   (E) Why did the people run out of water?

2. The scientists have definitely established that the Indians of Point-of-Pines
   (A) took their treasures and cooking pots with them
   (B) feared an Apache attack
   (C) put out their hearth fires
   (D) never returned to their village
   (E) spent a restless night before they left

3. Except for changes made by time, weather, and drifting soil, the village of Point-of-Pines had remained the same for nearly
   (A) 150 years
   (B) 300 years
   (C) 450 years
   (D) 600 years
   (E) 750 years

4. The scientists have found that the Indian civilization of Point-of-Pines
   (A) rose gradually and fell gradually
   (B) rose gradually and fell suddenly
   (C) rose suddenly and fell gradually
   (D) rose suddenly and fell suddenly
   (E) grew unnaturally and died naturally

5. At the deepest layer yet uncovered, the scientists discovered the pit houses of the earliest residents who began to cultivate the land sometime between
   (A) 400 B.C. and 300 B.C.
   (B) 300 B.C. and 200 B.C.
   (C) 200 B.C. and 100 B.C.
   (D) 100 B.C. and the birth of Christ
   (E) the birth of Christ and 100 A.D.

6. The fact that the first settlers at Point-of-Pines raised and stored corn showed that they were no longer
   (A) hunters
   (B) artisans
   (C) wanderers
   (D) stock raisers
   (E) warriors

7. A typical house of the first settlers was
   (A) a hole in the ground covered with sticks and mud
   (B) a small adobe covered with sticks and mud
   (C) a rock-walled room covered with sticks and mud
   (D) an earth-walled dwelling with a roof of sticks and sod
   (E) a hole in a cliff covered with stone and mud walls

8. The newcomers, the Anasazi, had or did each of these things except one. Which did they *not* have or do?
   (A) They shaped rocks and hauled them to their growing city.
   (B) They settled peacefully among the older inhabitants.
   (C) They had good leaders, organizers, and engineers.
   (D) They built dwellings of stone from their quarries near-by.
   (E) They came as conquerors but stayed as immigrants.

9. The Anasazi used the following labor-saving device:
   (A) They built new homes alongside and above older dwellings.
   (B) They built a four-walled home for each new family.
   (C) They built a slide from the quarry down to the city.
   (D) They used iron axes to square the volcanic rocks.
   (E) They employed a rope windlass to lift heavy stones.

10. To conserve the precious water from rain and melting snow, the Anasazi
    (A) planted corn in many horizontal rows
    (B) built many stone walls and terraces along the hillsides
    (C) dug many irrigation ditches along the hillsides
    (D) dug many deep holes to catch and store water
    (E) built a large dam across a near-by stream

*Please do not look back at the article while you are doing the test.*
*Please do not make any marks on the test or elsewhere in this book.*

11. The archaeologists believe that the Anasazi deserted Point-of-Pines in terror and panic mainly because
(A) they were driven out by heavy rains, floods, and dust storms
(B) they had not harvested their autumn corn crop
(C) they left sizable stores of dried grain behind
(D) they left valuable tools, jewelry and toys behind
(E) they were not prepared to withstand a long hard siege

12. An Apache raid did not cause the Anasazi to flee because the scientists found
(A) no Apache weapons
(B) no buried remains of the inhabitants
(C) no charred timbers
(D) no destroyed tools and pots
(E) no Apache burial grounds

13. Starvation did not cause the Anasazi to flee their city because the scientists found
(A) dried corn and beans in the hillside fields
(B) cooking pots filled with food
(C) dried corn and beans in the rooms
(D) skeletons of persons who had been well-fed
(E) warehouses filled with corn and beans

14. If a plague had caused the Anasazi to leave suddenly, the scientists would have found the abandoned
(A) bodies of sick and dying people
(B) bodies of sick and dying animals
(C) masks and wands of medicine men
(D) wells of contaminated water
(E) graves of children as well as adults

15. The scientists have a theory as to why the Anasazi fled, but these scientists are the first to point out that their theory is based on
(A) incomplete relics
(B) well established facts
(C) little or no evidence
(D) hearsay evidence
(E) educated guesses

16. The scientists believe that the entire southwest had a serious drought from 1276 to 1299 because they have
(A) discovered rainfall records in ancient Indian villages
(B) found reports made by early Spanish conquerors
(C) studied the relics excavated at Point-of-Pines
(D) examined the rings of aged trees
(E) analyzed rock formations along old rivers

17. The Anasazi were probably better able to survive the long drought than less advanced tribes because the Anasazi had
(A) primitive reservoirs and irrigation ditches
(B) hearth fires and cooking pots
(C) terraced fields and corn in storehouses
(D) weapons for capturing and holding waterholes
(E) the ability to get along with very little water

18. To get subsurface water, the Anasazi dug each of their wells in the shape of an inverted cone so that they were able
(A) to walk down and up a spiral path with their water pots
(B) to keep surface water from polluting their well water
(C) to siphon water from the well to their corn fields
(D) to use a water wheel to lift well water to the surface
(E) to use a rope to lower and raise their water pots

19. The scientists believe that word of a possible Apache attack was all that was needed to cause the Anasazi to flee from their village mainly because this people had been greatly
(A) disappointed by long years of drought
(B) disorganized by long years of drought
(C) dissatisfied by long years of drought
(D) diseased by long years of drought
(E) discouraged by long years of drought

20. If the scientists solve the mystery of Point-of-Pines, they may gain knowledge about the Southwest that will help
(A) to make the desert areas into habitable places
(B) to keep the inhabited areas from becoming deserts
(C) to throw new light on the history of local Indian tribes
(D) to point out ancient methods of water conservation
(E) to show if a drought is worse than an enemy attack

NEXT—*Follow the directions on page 88 of this* READING BOOK.

ARTICLE **16**

# The Great Heart of Coatesville*

**by Selwyn James**

**READING PRACTICE 16** *In a book, magazine, or newspaper that you like, practice reading for speed and comprehension. Make a record of each such practice in Chart 3 on page 8 of the* PROGRESS FOLDER. *Then do Reading Article 16.*

**READING ARTICLE 16** *Before you begin reading Article 16, record your starting time in the Time Record on page 7 of the* PROGRESS FOLDER. *Then read Article 16. Read it as fast as you can, but make sure you understand what you are reading.*

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AT EXACTLY twenty-three minutes past five in the afternoon of Good Friday, March 26, 1948—the instant before disaster struck the small Indiana town of Coatesville—Marvin Robinson, the local barber, had just finished lathering the face of a visiting farmer. He was about to remark that the streamlined train *Spirit of St. Louis* appeared to be roaring through Coatesville a few minutes ahead of schedule. But he never did get to say it.

The ever-mounting rumble which he had mistaken, in common with nearly everyone else in town, for the Pennsylvania Railroad's crack express turned out to be one of the most utterly destructive tornadoes ever to hit an American community. It erased Coatesville from the map.

The next thing Marvin Robinson knew was that the roof of his shop flew off like the lid of a cardboard box. Before he could do more than duck his head, the four walls collapsed inward, burying him and his customer.

At the same moment, Gale Robinson, the barber's attractive young wife, was in their home two blocks away. She happened to be looking out of the parlor window at the strangely darkening sky, and what she saw made her doubtful of her sanity. The three towering grain elevators, the economic heart of this bustling rural town, were leisurely bowing like old men. They lost their balance and fell, and now they were like the old factory chimneys she had once seen dynamited in a newsreel.

Mrs. Robinson had approximately three seconds to contemplate this awesome phenomenon before her own house was enveloped by the all-devouring blast of wind. She remembered later that her first thought had been of her unborn child, who would now most certainly die. Then the piano careened toward her and she lost consciousness.

Back on West Main Street, Marvin Robinson managed to heave some of the debris aside and free himself. And after pulling the uninjured farmer clear, he scrambled through the ruins to the street.

But there was no street.

It had disappeared beneath a six-foot-high mass of rubble, timbers and steel beams which had been, only one minute and fifty-five seconds earlier, the center of Coatesville's business district.

The stark horror of what Robinson saw froze him. Not one building had escaped the thunderous blow from the sky. Oddly, as Marvin stood there, an unnatural tomblike hush settled over the ruins of Coatesville. The air was still as a summer's day, and a thin mist of dust from bricks and pulverized masonry, hung motionless over everything like a frail curtain of lace. Nothing stirred, no one called out. Yet under the debris, somewhere, men and women were dead or dying.

It was the mewing of a cat that jolted Marvin back to awareness. Stumbling and falling, he made his way in frantic haste to his home. At first, he couldn't find it, for the entire row of once-tidy, tree-shaded houses, including the handsome Carnegie-built library, had been flattened. When he spotted his wife pinned between the piano and what was left of the cellar wall, Marvin found himself praying. "Dear God," he whispered, "don't let her die!" Then he shouldered the piano aside in one mighty shove, and lifted his wife's limp form out of the chaos of splintered beams. Her arm was broken, her body horribly bruised and scratched. But she was breathing.

All over what had once been a town, the same scene was being repeated. Hardly a family in Coatesville emerged unscathed that bleak and terrible Good Friday. Even as Marvin was carrying his suffering wife to safety, fourteen men, women and children died under the mountainous piles of wreckage. Nearly a hundred were injured, many of them critically. The survivors were working like mad, saving whom they could.

The first volunteer rescue workers to arrive from near-by localities gaped in chilled horror at the ruins. The desolation was complete. The task of rescue was so great they did not know where to begin. The town was dead, and it could never come

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*Condensed from *Redbook Magazine*, December, 1949. Copyright 1949, by McCall Corporation, Dayton, Ohio. Reprinted with permission of the publisher and the author.

back. But their sense of shock and hopelessness was not for a moment shared by the undaunted citizens themselves.

The voracious funnel-shaped twister was hardly out of sight before the people were back on their feet. There was no panic. The moment of frenzy passed almost as fast as the wind, and within an hour all the injured had been carried by the townsfolk from the chaotic jumble of razed dwellings. Dr. John Ellet, Coatesville's twenty-six year old physician, was administering first aid and pain-deadening drugs. No one harassed him with pleas that he treat one mangled victim before another.

Organized groups of citizens had already cut a path through the wreckage, and had dug out two battered cars to start a makeshift ambulance service to the nearest hospital, fifteen miles away. The women were dispensing hot coffee brewed over little fireplaces made of brick rubble. Only when darkness fell did anyone think of poking about under the vast ocean of wreckage for personal belongings.

Next morning, in sleety wind-driven rain, the people launched their attack on the remains of their town with shovels and wheelbarrows. By late afternoon the main street was cleared sufficiently to allow single-lane traffic.

That night, huddled around an old kerosene stove in a drafty schoolhouse classroom, the businessmen of Coatesville made plans for a comeback. It was a memorable meeting. As Harmon Hathaway, editor-publisher of the weekly Coatesville *Herald*, puts it, "It never was a question of *whether* we'd go back into business—only a matter of *when*. And the answer, after three minutes of discussion, was clear enough—right away!"

That spring in Coatesville, new homes, business premises and churches sprouted well ahead of the crocuses. These were individual achievements, with no outside money aid except some Red Cross grants.

How did Marvin Robinson make out? He built a new barber's shop on West Main Street, brick by brick, with his own hands, at just about half of what it would have cost a contractor to do the job. And that isn't all. Today the Robinsons and their healthy eighteen-months-old baby, who was safely delivered a few weeks after the tornado, live in a trim little house Marvin designed and built on a hillock overlooking Coatesville.

There were anxious days as Woodson Darnall figured costs for erecting a new grain elevator. Without it Coatesville would be the poorer, for his business had been a prime mainstay of Coatesville's year-around prosperity, catering as it did to hundreds of wheat and corn farmers all over the county. Now Darnall faced a crisis. Contractors' bids seemed high; the very lowest was on the wrong side of $80,000. And Darnall wouldn't consider bank loans or mortgages.

So one afternoon a group of townspeople, his own employees among them, marched up to Darnall's front porch and offered their labor without pay. Darnall wouldn't hear of it. Two days later Coatesville learned that he'd forked out a sizable part of his life's savings to a regular contractor. The new elevator started its eighty-foot ascent soon after.

Today a casual visitor is hard put to find the scars of Coatesville's death struggle with unreasoning Nature. New stores of eye-catching modern design flank the freshly-paved sidewalks and streets. Last fall ground was broken for a stunning new civic center, complete with town hall, auditorium, park and playground, library and fire station.

The new Coatesville is much more than a town rebuilt by the sweat and toil of its citizens; it stands as a triumph of the human spirit, a demonstration of courage—and of humility, too—that inspired all who witnessed it.

Small-town living breeds a closeness between a man and his neighbor—a bond of faith they understand with their heads. But in Coatesville, where that bond was put to a frightful test, they understand it now with their hearts. For of those who lived through Coatesville's ordeal, no one was found wanting.

**Not one building escaped the thunderous blow from the sky. But that spring Coatesville was rebuilt—a triumph of the human spirit.**

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*As soon as you finish reading Article 16, record your finishing time in the Time Record on page 7 of the* PROGRESS FOLDER. *Then read Test 16 on the next two pages of this* READING BOOK.

READING TEST **16** **The Great Heart of Coatesville**

*Read Item 1 and select the answer which you believe is correct. Print the letter of your answer in the Answer Record on page 7 of the* PROGRESS FOLDER. *Do each of the other items in the same way.*

1. The tornado struck Coatesville, Indiana, in 1948, just before
   (A) Christmas
   (B) Memorial Day
   (C) Labor Day
   (D) Thanksgiving
   (E) Easter

2. When Marvin Robinson, the barber, first heard a roar, he thought that this sound was from
   (A) a local train a few minutes behind schedule
   (B) a streamlined train a few minutes ahead of schedule
   (C) a tornado that was about to destroy the town
   (D) a bull bellowing wildly in the street
   (E) a large truck going by in the street

3. Within a few seconds after he first heard the roar, Marvin noticed that the tornado had
   (A) blown off the roof and caved in the walls of his shop
   (B) overturned automobiles in the street
   (C) caved in the roof and blown out the walls of his shop
   (D) bent and destroyed the town's grain elevators
   (E) injured himself and many other townspeople

4. Gale Robinson, the barber's wife, looked out the parlor window of her home and saw the three elevators bending and falling. What she saw made her wonder if she were becoming
   (A) dreamy
   (B) hysterical
   (C) insane
   (D) unconscious
   (E) dizzy

5. After being rescued from her blasted home, Mrs. Robinson recalled that her first thought when the tornado struck had been of
   (A) herself who would certainly be killed
   (B) her husband who would certainly be killed
   (C) her unborn child who would certainly be killed
   (D) her home that would certainly be destroyed
   (E) her piano that certainly swayed toward her

6. When Marvin reached the street, he found that it was covered with rubble that was six feet high. This rubble was a mass of
   (A) brick, wood, and steel beams
   (B) pavement, curbs, and sidewalks
   (C) passenger automobiles and trucks
   (D) sand, gravel, and cement
   (E) injured men, women, and children

7. What the residents of Coatesville had taken years to build, the tornado destroyed in less than
   (A) two minutes
   (B) five minutes
   (C) ten minutes
   (D) seventeen minutes
   (E) twenty-six minutes

8. While Marvin stood looking with horror at the main street, he noticed that there was
   (A) a mournful wind whistling through the ruins
   (B) a pleasant spring wind blowing over the ruins
   (C) a tomb-like hush over the ruins
   (D) a peaceful quiet over the ruins
   (E) a chorus of pitiful cries coming from the ruins

9. When Marvin hastened, stumbling and falling, toward his home, he had trouble in finding it because the tornado had
   (A) injured his wife very seriously
   (B) dazed him and stupefied him
   (C) crushed the public library near-by
   (D) destroyed all street signs and house numbers
   (E) flattened the entire row of houses

10. After Marvin spotted his wife pinned between the piano and the cellar wall, he did each of these things except one. Which did he *not* do?
    (A) He lifted her body out of the splintered beams.
    (B) He prayed, "Dear God, don't let her die!"
    (C) He pushed the piano aside with his shoulder.
    (D) He gave her artificial respiration to revive her.
    (E) He found she was badly injured but still breathing.

*Please do not look back at the article while you are doing the test.*
*Please do not make any marks on the test or elsewhere in this book.*

11. In Coatesville, the tornado killed this number of persons:
(A) 4
(B) 14
(C) 34
(D) 64
(E) 100

12. The first volunteer rescue workers to arrive thought that the town could not be rebuilt because it appeared to be
(A) dead
(B) deserted
(C) injured
(D) shocked
(E) hopeless

13. Within an hour after the tornado passed, the townspeople had
(A) removed and buried all the dead
(B) quieted all but a few of the panic-stricken residents
(C) called on the doctor to help their injured relatives
(D) removed all the injured from the ruins
(E) cleared the main street using shovels and wheelbarrows

14. During the daylight hours just after the tornado, the citizens
(A) searched their home sites for personal belongings
(B) pleaded with the doctor to care for their relatives first
(C) brewed coffee for all on an undamaged cook stove
(D) looked for food supplies in the ruins of stores
(E) worked together to set up an ambulance service

15. On the night of the second day, according to the local newspaper owner, the businessmen met at the schoolhouse and decided that they would
(A) move their businesses to near-by undamaged towns
(B) ask the state and federal governments for help
(C) wait for a while before starting in business again
(D) go back into business right away
(E) urge new businesses to move into Coatesville

16. Marvin Robinson obtained a new barber shop and a new home
(A) by renting them from the owner of the grain elevator
(B) by employing a contractor to build them
(C) by buying them from friends
(D) by borrowing money from farmer customers
(E) by building them with his own hands

17. Woodson Darnall hesitated about building a new elevator chiefly because he believed that
(A) Coatesville could prosper nicely without an elevator
(B) bankers would charge him too much interest on loans
(C) contractors' bids were higher than he could afford
(D) he could invest his savings more profitably elsewhere
(E) there was danger of another tornado

18. Coatesville soon learned that Darnall had decided to build a new elevator when they found he had
(A) accepted the offer of townsmen to work without pay
(B) paid a large share of his life's savings to a contractor
(C) borrowed a large sum of money from the local bank
(D) hired workmen to clean up the old elevator site
(E) used much of his savings to rehire old employees

19. Coatesville, with its new stores, homes, streets, and sidewalks, and new civic center under construction is more than a town rebuilt by work and sweat. It stands for each of these things except one. For which does this town *not* stand?
(A) It is a triumph of the human spirit.
(B) It is an expression of needless pride.
(C) It is a demonstration of great courage.
(D) It is a symbol of humility.
(E) It is an inspiration to those who saw it.

20. Because the people of Coatesville lived through the ordeal of the tornado and afterward, each man and his neighbor now understand the bond of faith between them
(A) with their minds
(B) with their heads
(C) with their hands
(D) with their hearts
(E) with their desires

NEXT—*Follow the directions on page 88 of this* READING BOOK.

ARTICLE 17

2;42

# The Last Days of Magellan*

## by Antonio Pigafetta

**READING PRACTICE 17** *In a book, magazine, or newspaper that you like, practice reading for speed and comprehension. Make a record of each such practice in Chart 3 on page 8 of the* PROGRESS FOLDER. *Then do Reading Article 17.*

**READING ARTICLE 17** *Before you begin reading Article 17, record your starting time in the Time Record on page 7 of the* PROGRESS FOLDER. *Then read Article 17. Read it as fast as you can, but make sure you understand what you are reading.*

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ON AUGUST 10, 1519, Ferdinand Magellan set sail from Seville on the most remarkable voyage in the history of geographical discovery. His five ships flew the flag of the King of Spain. Accompanying Magellan was Antonio Pigafetta, an Italian, who kept a record of the expedition.

Twenty months afterward, Magellan's ships reached the island of Cebu in the archipelago later named the Philippines. There Magellan and the King of Cebu concluded a treaty of peace.

When a powerful chief resisted, Captain General Magellan decided to use armed force. The battle, on April 27, 1521, was reported by Pigafetta thus:

Contiguous to the island Cebu is another called Mactan, which has a port of the same name, in which our vessels laid at anchor. The chief village of this island is likewise called Mactan, over which Zula and Cilapulapu presided as chiefs. In this island was the village of Bulaia, which we burnt.

On Friday, the twenty-sixth of April, Zula, one of these chiefs, sent one of his sons with two goats to the Captain General and observed that if he did not send him the whole of what he had promised, the blame was not to be imputed to himself, but to the other chief, Cilapulapu, who would not acknowledge the authority of the King of Spain. He further stated that if the Captain General would only send to his assistance the following night a boat with some armed men, he would engage to beat and entirely subjugate his rival.

On receiving this message the Captain General determined on going himself with these boats. We entreated him not to hazard his person on this adventure, but he answered that as a good pastor he ought not to be far away from his flock.

At midnight we left the ship, 60 in number armed with helmets and cuirasses. The Christian King, the Prince, his nephew, and several chiefs of Cebu, with a number of armed men, followed us in twenty or thirty balangays [native canoes]. We reached Mactan three hours before day. The Captain would not then begin the attack; but he sent the Moor [the interpreter] on shore to inform Cilapulapu and his people that if he would acknowledge the sovereignty of the King of Cebu, and pay the tribute he demanded, they should be looked upon as friends. Otherwise they should experience the strength of our lances.

The islanders, nothing intimidated, replied they had lances as well as we, although they were only sticks of bamboo pointed at the end, and staves hardened in the fire. They merely requested that they might not be attacked in the night, as they expected reinforcements, and should then be better able to cope with us. This they said designedly to induce us to attack them immediately, in hope that thus we should fall in the dikes they had dug between the sea and their houses.

We accordingly waited daylight, when we jumped into the water up to our thighs, the boats not being able to approach near enough to land, on account of the rocks and shallows. The number which landed was 49 only, as 11 were left in charge of the boats. We were obliged to wade some distance through the water before we reached the shore.

We found the islanders, 1500 in number, formed into three battalions, who immediately on our landing fell upon us, making horrible shouts. Two of these battalions attacked us in flank, and the third in front.

Our captain divided his company into two platoons. The musketeers and crossbowmen fired from a distance the space of half an hour without making the least impression on the enemy; for though the balls and arrows penetrated their bucklers made of thin wood and even wounded them at times in their arms, this did not make them halt, as the wounds failed of occasioning them instant death, as they expected; on the contrary, it only made them more bold and furious.

Moreover, trusting to the superiority of their numbers, they showered on us such clouds of bamboo lances, staves hardened in the fire, stones, and even dirt, that it was with difficulty we defended our-

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*Adapted from *Great Adventures and Explorations*, edited by Vilhjalmur Stefansson. Copyright 1947, by The Dial Press, New York. Reprinted with permission of the publisher.

**Spaniards and natives fought fiercely, sometimes hand-to-hand with their lances. In the end Magellan lost both the battle and his life.**

selves. Some even threw spears headed with iron at our Captain General, who to intimidate and cause them to disperse, ordered away a party of our men to set fire to their houses, which they did at once.

The sight of the flames served only to increase their exasperation. Some of them even ran to the village which was set on fire, and in which twenty or thirty houses were consumed, and killed two of our men on the spot. They seemed momently to increase in number and impetuosity. A poisoned arrow struck the Captain in the leg, who on this ordered a retreat in slow and regular order; but the majority of our men took to flight precipitately, so that only 7 or 8 remained about the Captain.

The Indians, perceiving their blows were ineffectual when aimed at our body or head, on account of our armor, and noticing at the same time that our legs were uncovered, directed against these their arrows, javelins, and stones, and these in such abundance that we could not guard against them. The bombards [cannon] we had in our boats were of no utility, as the levelness of the strand would not admit of the boats' being brought sufficiently close inshore.

We retreated gradually, still continuing to fight, and were now at a bowshot from the islanders, and in the water up to our knees, when they renewed their attack with fury, throwing at us the same lance five or six times over as they picked it up on advancing. As they knew our Captain, they chiefly aimed at him, so that his helmet was twice struck from his head. Still he did not give himself up to despair, and we continued in a very small number fighting by his side. This combat, so unequal, lasted more than an hour.

An islander at length succeeded in thrusting the end of his lance through the bars of his helmet, and wounding the Captain in the forehead, who, irritated on the occasion, immediately ran the assailant through the body with his lance, the lance remaining in the wound. He now attempted to draw his sword, but was unable, owing to his right arm being grievously wounded. The Indians, who perceived this, pressed in crowds upon him, and one of them having given him a violent cut with a sword on the leg, he fell on his face. On this they immediately fell upon him.

Thus perished our guide, our light, and our support. On falling, and seeing himself surrounded by the enemy, he turned toward us several times, as if to know whether we had been able to save ourselves. As there was not one of those who remained with him but was wounded, and as we were consequently in no condition either to afford him succor or revenge his death, we instantly made for our boats, which were on the point of putting off. To our Captain indeed did we owe our deliverance, as the instant he fell, all the islanders rushed toward the spot where he lay.

The Christian King had it in his power to render us assistance, and this he would no doubt have done; but the Captain General, far from foreseeing what was about to happen when he landed with his people had ordered him not to leave his balangay, but merely to remain a spectator of our manner of fighting. His Majesty bitterly bewailed his fate on seeing him fall.

But the glory of Magellan will survive him. He was adorned with every virtue; in midst of the greatest adversity he constantly possessed an immovable firmness. At sea he subjected himself to the same privations as his men. Better skilled than anyone in the knowledge of nautical charts, he was a perfect master of navigation, as he proved in making the tour of the world, an attempt on which none before him had ventured.

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*As soon as you finish reading Article 17, record your finishing time in the Time Record on page 7 of the* PROGRESS FOLDER. *Then read Test 17 on the next two pages of this* READING BOOK.

## READING TEST 17 The Last Days of Magellan

*Read Item 1 and select the answer which you believe is correct. Print the letter of your answer in the Answer Record on page 7 of the* PROGRESS FOLDER. *Do each of the other items in the same way.*

1. In making the voyage from Spain around South America to the Philippines, Magellan's ships required about
   (A) 20 months
   (B) 15 months
   (C) 10 months
   (D) 5 months
   (E) 2 months

2. When Zulu sent two goats instead of all he had promised to Magellan, Zulu's son told Magellan that his father placed the blame on the other chief, Cilapulapu, who would *not*
   (A) submit to the authority of Zulu
   (B) bargain with Magellan's representatives
   (C) be able to provide more animals or goods
   (D) recognize the authority of the King of Spain
   (E) make peace either with native chiefs or Spaniards

3. When Magellan's men urged him not to go along with the landing party of men and boats, he answered that
   (A) as a good shepherd he should stay near his sheep
   (B) as a good captain he should stay near his crew
   (C) as a good navigator he should stay near his sailors
   (D) as a good leader he should stay near his followers
   (E) as a good pastor he should stay near his flock

4. Before Magellan ordered an attack on Cilapulapu and his tribesmen, he sent the Moor ashore to give the chief a message containing each of these things except one. Which did the message *not* contain?
   (A) The chief must accept the rule of the King of Spain.
   (B) The chief must welcome Magellan's crew.
   (C) The chief must obey the King of Cebu
   (D) The chief must pay the tribute demanded.
   (E) The chief must yield or face an attack with lances.

5. Cilapulapu asked Magellan to hold off his attack until daylight in the hope that the Spaniards would attack
   (A) sooner without help from the Cebu king and his warriors
   (B) later after the natives had obtained reinforcements
   (C) at once and fall into the natives' shore dikes
   (D) at once before other armed men arrived from the ships
   (E) later when lances could be thrown more accurately

6. The men in Magellan's landing party jumped from their boats into thigh-deep water some distance from the shore because they
   (A) found that the wind was blowing off-shore
   (B) wanted to fight the natives in the water
   (C) found that the water was very shallow
   (D) wanted to protect their legs against enemy lances
   (E) wanted to keep their boats safe from attack

7. The story clearly indicates that the islanders were able to defeat the Spanish landing party mainly because the islanders
   (A) were braver fighters than the Spaniards were
   (B) were as well armed as the Spaniards were
   (C) used poison arrows which the Spaniards did not have
   (D) were defending their home land against foreign invaders
   (E) had many more fighters than the Spaniards had

8. The islanders formed their men into three battalions that attacked the Spanish landing party
   (A) on the left, in the front, and in the rear
   (B) on the right, in the front, and in the rear
   (C) on the right, on the left, and in the front
   (D) on the right, on the left, and in the rear
   (E) on all sides at the same time

9. After Magellan's musketeers and crossbowmen had fired at the enemy from a distance for a half hour, he found that their wounding of some natives made all the natives
   (A) stronger
   (B) bolder
   (C) more careful
   (D) trickier
   (E) more fearful

10. The natives attacked the Spaniards with
    (A) boomerangs and machetes
    (B) bamboo lances and poisoned arrows
    (C) swords and daggers
    (D) sling shots and catapults
    (E) muskets and bombards

*Please do not look back at the article while you are doing the test.*
*Please do not make any marks on the test or elsewhere in this book.*

11. Magellan sent some of his men to set fire to the natives' houses in order to
(A) scare and capture the enemy
(B) frighten and scatter the enemy
(C) damage and destroy the enemy's supplies
(D) punish and kill the enemy
(E) make the enemy homeless

12. Just after Magellan was wounded and then ordered his men to retreat slowly and regularly, all but a few of them
(A) rushed toward the shore
(B) obeyed his orders
(C) fled toward the boats
(D) cried to the boats for help
(E) tried to trap the enemy

13. The natives soon learned to aim their blows at this unprotected part of a Spaniard's body:
(A) His legs
(B) His head
(C) His arms
(D) His chest
(E) His feet

14. The Spaniards in the boats did not fire their bombards [cannon] at the enemy because they
(A) wanted to hold their fire until the enemy came near
(B) had only a small supply of ammunition
(C) did not want to hit their own men
(D) could not get close enough to the enemy
(E) had orders not to fire their cannon

15. As the small band of Spaniards kept fighting and retreating, the islanders
(A) caused Magellan to lose all hope of saving his life
(B) seized the Spaniards' lances and used them fiercely
(C) threw their lances again and again, chiefly at Magellan
(D) shot many poison arrows at the Spaniards' legs
(E) overwhelmed and captured the Spaniards, one after another

16. The islanders finally attacked and struck down Magellan immediately after they saw that he
(A) could not fire his musket with his injured hand
(B) was wounded by a lance going through his helmet
(C) had run his lance through the body of an Indian
(D) was not able to protect both his arms and legs
(E) could not draw his sword with his wounded arm

17. Magellan's companions were saved mainly because they
(A) reached the boats while the Indians rushed toward him
(B) were too badly wounded to go to his aid
(C) knew he was looking after their safety
(D) boarded the boats just before the boats put off
(E) were protected by the King of Cebu and his warriors

18. The Christian King of Cebu and his warriors watched the battle instead of going to the aid of the hard-pressed Spaniards because
(A) the King hoped the islanders would win the fight
(B) Magellan thought his own men could defeat the islanders
(C) Magellan and the King had just had a sharp argument
(D) Magellan had ordered the King to stay in his boat
(E) the King feared the islanders would kill his men

19. Pigafetta mentioned that Magellan had each of these virtues except one. Which virtue did Pigafetta *not* mention?
(A) Magellan was the first to try a tour around the world.
(B) Magellan was firm even when things went wrong.
(C) Magellan underwent the same hardships as his men did.
(D) Magellan knew more about navigation than anyone else.
(E) Magellan was always brave and never foolhardy.

20. Which one of these five statements about Magellan is *false?*
(A) He underestimated the strength of Cilapulapu's warriors.
(B) Some of his ships were the first to encircle the globe.
(C) His was the most remarkable voyage in history of discovery.
(D) He was the first person to sail around the world.
(E) His military show before the King of Cebu was a failure.

NEXT—*Follow the directions on page 88 of this* READING BOOK.

ARTICLE **18**

# Wired for Speed*

**by Wallace Brockway**

**READING PRACTICE 18** *In a book, magazine, or newspaper that you like, practice reading for speed and comprehension. Make a record of each such practice in Chart 3 on page 8 of the* PROGRESS FOLDER. *Then do Reading Article 18.*

**READING ARTICLE 18** *Before you begin reading Article 18, record your starting time in the Time Record on page 7 of the* PROGRESS FOLDER. *Then read Article 18. Read it as fast as you can, but make sure you understand what you are reading.*

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BEFORE WORLD WAR II, way back in the fabulous twenties, there lived a man who by rights should have been an honorary director of the Western Union Telegraph Company. He used to send two- or three-thousand-word telegrams to a friend—or an enemy—across the country or across the street. The man was Florenz Ziegfeld, musical comedy producer, the biggest all-time user of the telegraph. Since his death, in 1932, no one has approached his record.

This does not mean that things look black for Western Union, a giant with a giant's business going over its 1,750,000 miles of wire, over seven times the distance to the moon, our science-fiction base. The company handles over 200,000,000 telegrams and more than 8,500,000 money orders a year.

Western Union is primarily, to the public, the yellow blank in the yellow envelope with the glassine window (Gracie Allen once complained that the window needed washing). Not so many years ago, in our grandparents' time, it usually meant the worst possible news. "Mary scanned the yellow paper, and in a moment it had fluttered from her lifeless fingers"; or, "Laura turned the telegram over and over. Somehow, she lacked the courage to read it. Could it be that little George had taken a turn for the worse?" Needless to say, he had. In those days the whole neighborhood speculated about the arrival of a messenger at a luckless door.

Nowadays the yellow slip is mostly innocuous—an invitation to bridge, a week end in the country, or dinner and the theatre. Business and Government have become the largest users of the telegraph, though they, too, are not without their tragedies. The Government, particularly during the World Wars, sent out hundreds of thousands of the saddest of all messages.

As its technical aspects become more and more complex, Western Union has undergone a certain inevitable outward change—a certain loss of glamour. One thing it has kept is its color. The American people are used to that bilious yellow, and when, back in 1902, Colonel Clowry, then president, tried out white on the public, he almost caused a riot.

The uniformed messenger—"If you want a boy, call Western Union"—has all but disappeared. He began merging into the armed services and the factories during World War II, and those who remained in the messenger service disliked wearing uniforms.

But the Western Union boy has only apparently vanished. Gradually, various classes of messenger service suspended during wartime are being resumed. Whether the reconditioned corps will perform quite as many absurd chores as it used to do is a moot point—Western Union discourages the outlandish, but is sometimes forced into coping with it. Unhappily for the messengers, the sillier the errand, the more publicized.

Just before World War II, the messengers constituted a strange little vaudeville world of their own. They were asked to feed pigeons, throw rice at newlyweds, rescue a woman cornered by a mouse, and serve as a fourth at bridge. A Helen Hokinson type planning a Bermuda trip sent for a Western Union boy to teach her how to ride a bicycle.

The operators have their trials as well. In the bad old days, complaints used to be handled by a cantankerous old fellow whose consistent motto was that the company was always right, especially when it was wrong. His utmost concession was to invite the wronged customer to visit the home offices for a rebate that might amount to a quarter. He operated during the sheer-insanity period of rates, when it cost $1.75 to wire over the thousand miles between New York and Chicago, while the rate from Chicago to Geneva, Wisconsin, less than eighty miles away, was three dollars.

Now, of course, not only is the customer always right, but to prove it, office staff and operators have become martyrs to patience. Unhappily, people do try, and try hard, to send incredible messages, such as, "If you don't receive this, let me know at once," or to meet a plea to sign with, "I don't have

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to sign—he knows my handwriting."

To assist the hesitant congratulator, Western Union has issued a number of suggested texts for holidays and birthdays, Mother's Day and Father's Day. Congratulatory telegrams are one of America's most widespread luxuries. On Mother's Day or Christmas, for instance, they can clog the circuits. Then, if ever, is the Western Union fiat—"Don't write, telegraph"—enthusiastically observed.

Most of the suggested texts are not precisely inspired. This kiddiegram, for Mother's Day, is typical:

I'm only a little tot, just starting out in life;
And sending best of wishes to my dear daddy's wife.

And the following smells of the Victorian keepsake:

At miles between us, we can laugh;
Our hearts entwined by telegraph.

The American people, liberal, lavish spenders though they be, are apt to turn abruptly into models of Scotch thrift when confronted by a telegraph form. There are millions who would rather die than add a single word to the ten words covered by the flat rate. One man, recollecting that signatures are not charged for, tried vainly to have this signature accepted: "I won't be home until Friday."

From the earliest days of the commercial telegraph, the newspapers pumped money into the then dubious venture. (In 1844, Samuel F. B. Morse, the inventor of the electromagnetic telegraph, offered to sell the rights and titles to the United States Government for $100,000.) Today, the newspapers, through the various press associations that lease hundreds of thousands of miles of wire, use the telegraph with almost wild abandon. For example, a "good day" in Congress means about 150,000 words of news dispatched from that source alone. In addition, business daily conducts countless transactions, vast and otherwise, by wire.

Western Union has offices or representatives in about 25,000 communities, and a small-town or village office manager shares with minister and postmaster the job of solving community problems. These lay father-confessors have a rich cache of their clients' secrets, ranging from heartbreak to the merely curious or trivial.

Many of the best telegraph stories come from these local managers. One canny gentleman sent the terse wire, "Isaiah 9:6" ("For unto us a child is born, unto us a son is given"). A young man who hadn't heard from his sweetheart wired her three cents for a stamp. In one college-town "lamk" ("love and many kisses") is a varsity abbreviation in good standing. A girl complained of being charged ninety cents for the single word "Yes," but decided not to use her privilege of adding nine more words to the message ("I've said 'yes' once—nine more would look too anxious").

Today the technical aspects of telegraphy are almost too complicated for the layman to understand, what with multiplex, teleprinter, telefax, deskfax, and reperforator switching. The old Morse operative, who still spells telegraphy for most of us, has all but vanished from the Western Union scene, though the railroads still employ over a thousand Morse men to serve seventeen thousand small towns.

Now a century old (it was founded in 1851), Western Union is as vital as ever. Among its many extra services—besides those already mentioned—Western Union is timekeeper to the nation by supplying Naval Observatory time to the 120,000 clocks of the Self Winding Clock Company, and is in the cable business in a big way. But it rightly considers the sending and delivery of telegrams its chief function, for from this activity, eighty per cent of its revenue is derived.

Once the word "telegram" was considered a "Yankee barbarism," and in 1858 Bulwer Lytton wrote, "I sent a telegram (Oh, that I should live to see such a word introduced into the English language)." He did not live to see the word's easy triumph, which is cynically illustrated by this now ancient joke. A small boy, getting ready for bed, asked his mother what prayers were. "Messages to heaven," he was told, to which Junior replied. "I see. We send them at night just like our Western Union telegrams—to get the cheaper rate."

**This view of a customer handing a telegraph blank to a courteous employee is typical of what goes on in Western Union offices in some 25,000 American communities. The company's slogan is: Don't write, telegraph. And millions do just that to get their personal and business messages sent rapidly over wires.**

*As soon as you finish reading Article 18, record your finishing time in the Time Record on page 7 of the* PROGRESS FOLDER. *Then read Test 18 on the next two pages of this* READING BOOK.

READING TEST **18** **Wired for Speed**

*Read Item 1 and select the answer which you believe is correct. Print the letter of your answer in the Answer Record on page 7 of the* PROGRESS FOLDER. *Do each of the other items in the same way.*

1. According to the author, the person who sent more telegrams than anyone else was
   (A) Bulwer Lytton
   (B) Gracie Allen
   (C) Colonel Clowry
   (D) Samuel F. B. Morse
   (E) Florenz Ziegfeld

2. Every year Western Union handles this number of telegrams
   (A) 1,750,000
   (B) 8,500,000
   (C) 70,000,000
   (D) 200,000,000
   (E) 1,000,000,000

3. To most people, Western Union is
   (A) a telegraph operator at a sending key
   (B) a messenger boy in a special uniform
   (C) a yellow envelope with a transparent window
   (D) a window sign reading "Western Union"
   (E) a giant with a giant's business

4. In our grandparents' time, people hated to receive telegrams because they often carried
   (A) harmless news
   (B) strange news
   (C) no news
   (D) good news
   (E) bad news

5. During the two World Wars the Government sent out hundreds of thousands of telegrams bearing the saddest of all messages. These messages announced that a son or husband had been
   (A) killed in military service
   (B) drafted into military service
   (C) wounded in military service
   (D) honored for bravery in military service
   (E) discharged dishonorably from military service

6. Western Union has become less glamorous mainly because it has become
   (A) a larger and more important business
   (B) a more technical and complex business
   (C) a more impersonal and unfriendly business
   (D) a common means of communication
   (E) a more friendly and personal business

7. One thing that Western Union has kept the same over the years is
   (A) the yellow-colored telegraph form
   (B) the green-colored uniform of a messenger
   (C) the attitude toward a customer
   (D) the operator skilled in sending and receiving Morse code
   (E) the devices used to send and receive messages

8. Western Union had to stop many of its services to the public especially during
   (A) World War I (1917-1918)
   (B) the post-war depression (1919-1921)
   (C) the post-war boom (1924-1929)
   (D) the depression (1929-1933)
   (E) World War II (1942-1945)

9. Occasionally Western Union has assigned messengers to such jobs as feeding pigeons and throwing rice at newlyweds. Western Union has usually
   (A) discouraged persons who wanted such jobs done
   (B) welcomed newspaper publicity for such jobs
   (C) refused persons who wanted such jobs done
   (D) encouraged persons who wanted such jobs done
   (E) ignored persons who wanted such jobs done

10. In "the bad old days" of Western Union, each of these things except one was true. Which one was *not* true?
   (A) Its complaints were handled by an ill-tempered old fellow.
   (B) Its attitude was, "The customer is always right."
   (C) The company was always right even when sometimes wrong.
   (D) Even when a customer got a refund, it was usually small.
   (E) Some of its rates did not correspond to distances.

*Please do not look back at the article while you are doing the test.*
*Please do not make any marks on the test or elsewhere in this book.*

11. Western Union employees are patient with a customer who tries to send such a foolish message as this:
(A) "When you receive this, let me know immediately."
(B) "Congratulations on your new job!"
(C) "If you don't receive this, let me know at once."
(D) "If you let me know where to go, I'll be there."
(E) "If you don't reply, I'll go ahead as planned."

12. For hesitant customers to use in sending birthday and holiday messages, Western Union provides
(A) prepared texts for the sender
(B) customer-written texts for the sender
(C) adaptable texts for the sender
(D) incredible texts for the sender
(E) follow-up texts for the sender

13. The text of the kiddiegram for Mother's Day given in the article was, in the author's opinion,
(A) uninteresting
(B) cute
(C) inappropriate
(D) uninspiring
(E) incredible

14. Although Americans are good spenders, the typical customer hates to add a single word to a ten-word full-rate telegram because
(A) he has difficulty thinking of a word to add
(B) he likes to keep his message as short as possible
(C) he thinks only one extra word should be sent free
(D) he has to pay for sending that word
(E) he knows one extra word costs more than one word in ten

15. In the early days, the inventor of the telegraph and his company obtained much of their money from
(A) personal messages
(B) government
(C) business
(D) agriculture
(E) newspapers

16. Today Western Union has offices or representatives in about
(A) 25,000 communities
(B) 50,000 communities
(C) 75,000 communities
(D) 100,000 communities
(E) 125,000 communities

17. Some of the stories in the article show that a Western Union operator shares personal secrets much as does the family's
(A) dentist, druggist, or optometrist
(B) minister, doctor, or postmaster
(C) relative, friend, or neighbor
(D) milkman, grocer, or baker
(E) teacher, lawyer, or architect

18. Old-type Morse operators who send and receive messages by hand, are still employed in a fairly large number by
(A) airlines
(B) railroads
(C) newspapers
(D) telegraph offices
(E) government

19. Western Union receives about four-fifths of its revenue from
(A) the regulation of clocks
(B) the sending of cablegrams
(C) the sending of telegrams
(D) the leasing of miles of wire
(E) the manufacture of telegraphic equipment

20. Just before saying his prayers, the small boy talked about a certain kind of telegram that can be sent for a cheaper rate. He was referring to what Western Union calls
(A) a serial telegram
(B) a full rate telegram
(C) a day letter
(D) a night letter
(E) its slogan, "Don't write, telegraph."

NEXT—*Follow the directions on page 88 of this* READING BOOK.

ARTICLE **19**

# The Pace of Youth*

## by Stephen Crane

**READING PRACTICE 19** *In a book, magazine, or newspaper that you like, practice reading for speed and comprehension. Make a record of each such practice in Chart 3 on page 8 of the* PROGRESS FOLDER. *Then do Reading Article 19.*

**READING ARTICLE 19** *Before you begin reading Article 19, record your starting time in the Time Record on page 7 of the* PROGRESS FOLDER. *Then read Article 19. Read it as fast as you can, but make sure you understand what you are reading.*

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STIMSON stood in a corner and glowered. He was a fierce man and had indomitable whiskers, albeit he was very small.

"That young terrier," he whispered to himself. "He wants to quit makin' eyes at Lizzie. This is too much of a good thing. First thing you know, he'll get fired."

His brow creased in a frown; he strode over to the huge open doors and looked at a sign. "Stimson's Mammoth Merry-Go-Round," it read, and the glory of it was great.

Within the Merry-Go-Round there was a whirling circle of ornamental lions, giraffes, camels, ponies, goats, glittering with varnish and metal that caught swift reflections from windows high above them. With stiff wooden legs, they swept on in a never-ending race, while a great orchestrion clamored in wild speed.

A host of laughing children bestrode the animals, bending forward like charging cavalrymen, and shaking reins and whooping in glee. At intervals they leaned out perilously to clutch at iron rings that were tendered to them by a long wooden arm.

A young man stood upon a small, raised platform erected in a manner of a pulpit, and just without the line of the circling figures. It was his duty to manipulate the wooden arm and affix the rings. When all were gone into the hands of the triumphant children, he held forth a basket, into which they returned all save the coveted brass one, which meant another ride free and made the holder illustrious.

And yet Stimson, the astute, had noticed that the young man frequently found time to twist about on his platform and smile at a girl who shyly sold tickets behind a silvered netting. This, indeed, was the great reason of Stimson's glowering. The young man upon the raised platform had no manner of license to smile at the girl behind the silvered netting. Stimson was amazed at it. "By Jiminy," he said to himself again, "that fellow is smiling at my daughter."

Often the dark-eyed girl peered between the shining wires, and, upon being detected by the young man, she usually turned her head quickly to prove to him that she was not interested. At other times, however, her eyes seemed filled with a tender fear lest he should fall from that exceedingly dangerous platform. As for the young man, it was plain that these glances filled him with valor, and he stood carelessly upon his perch, as if he deemed it of no consequence that he might fall from it. In all the complexities of his daily life and duties he found opportunity to gaze ardently at the vision behind the netting.

This silent courtship was conducted over the heads of the crowd who thronged about the bright machine. There had finally become established between the two in this manner a subtle understanding and companionship. They communicated accurately all that they felt. The boy told his love, his reverence, his hope in the changes of the future. The girl told him that she loved him, and she did not love him, and she did not know if she loved him.

Stimson was a resolute man. He never hesitated to grapple with a crisis. He decided to overturn everything at once, for, although small, he was very fierce and impetuous. He resolved to crush this dreaming. He strode over to the silvered netting. "Say, you want to quit your everlasting grinning at that idiot," he said, grimly.

The girl cast down her eyes and made a little heap of quarters into a stack. She was unable to withstand the terrible scrutiny of her small and fierce father.

Stimson turned from his daughter and went to a spot beneath the platform. He fixed his eyes upon the young man and said—

"I've been speakin' to Lizzie. You better attend strictly to your own business or there'll be a new man here next week." It was as if he had blazed away with a shotgun. The young man reeled upon his perch. At last he in a measure regained his composure and managed to stammer.

"A—all right, sir." He knew that denials would

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**The young man often found time to turn around and smile at a girl who sold tickets. This was the great reason of Stimson's glowering.**

be futile with the terrible Stimson.

For a moment, Stimson stood in fine satisfaction and gloated over the effects of his threat.

One day, when business paused during a dull sultry afternoon, Stimson went uptown. Upon his return, he found that the popcorn man, from his stand over in a corner, was keeping an eye upon the cashier's cage, and that nobody at all was attending to the wooden arm and the iron rings. He strode forward like a sergeant of grenadiers.

"Where in thunder is Lizzie?" he demanded, a cloud of rage in his eyes.

The popcorn man, although associated long with Stimson, had never got over being dazed.

"They've — they've — gone round to th' — th' — house," he said with difficulty, as if he were stunned.

"Whose house?" snapped Stimson.

"Your—your house, I s'pose," said the popcorn man.

Stimson marched round to his house. He found his wife convulsive and in tears.

"Where's Lizzie?"

And then she burst forth—"Oh—John—John—they've run away, I know they have! They drove by here not three minutes ago. They must have done it on purpose to bid me good-by, for Lizzie waved her hand sadlike, and then, before I could get out to ask where they were going or what, Frank whipped up the horse."

Stimson gave vent to a dreadful roar. He ran hatless upon the street. There were a multitude of hacks at the summer resort, but it was ages to him before he could find one. Then he charged it.

"Uptown!" he yelled, as he tumbled into the rear seat.

It chanced as the bouncing hack went along near the lake, Stimson gazed across the calm gray expanse and recognized a color in a bonnet and a pose of a head. A buggy was traveling along a highway that led to Sorington. Stimson bellowed—"There—there—there they are—in that buggy!"

The hackman became inspired with the full knowledge of the situation. He struck a delirious blow with the whip. This old vehicle, with its drowsy horse, seemed suddenly to awaken, to become animated and fleet. The horse clacked swiftly upon the macadam, the wheels hummed, the body of the vehicle wheezed and groaned.

"Go it—go it—you're gaining; pound 'im hard, you fool!" Stimson's hand grasped the rod that supported the carriage top, and it was clenched so that the nails were faintly blue.

Ahead, that other carriage had been flying with speed, as from realization of the menace in the rear. It bowled away rapidly, drawn by the eager spirit of a young and modern horse. Stimson could see the buggy top bobbing, bobbing. That back window pane, like an eye, was a derision to him.

He began to feel impotent; his whole expedition was a tottering of an old man upon a trail of birds. A sense of age made him shake again with wrath. That other vehicle, that was youth, with youth's pace; it was swift-flying with the hope of dreams. He began to comprehend those two children ahead of him, and he knew a sudden and strange awe, because he understood the power of their young blood, the power to fly strongly into the future and feel and hope again, even at that time when his bones must be laid in the earth.

The highway vanished far away in a point with a suggestion of intolerable length. The other vehicle was becoming so small that Stimson could no longer see the derisive eye.

At last the hackman drew rein to his horse and turned to look at Stimson.

"No use, I guess," he said.

Stimson made a gesture of acquiescence, rage, despair. As the hackman turned his dripping horse about, Stimson sank with the astonishment and grief of a man who had been defied by the universe.

At last he made a gesture. It meant that at any rate he was not responsible.

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*As soon as you finish reading Article 19, record your finishing time in the Time Record on page 7 of the* PROGRESS FOLDER. *Then read Test 19 on the next two pages of this* READING BOOK.

READING TEST **19** **The Pace of Youth**

*Read Item 1 and select the answer which you believe is correct. Print the letter of your answer in the Answer Record on page 7 of the* PROGRESS FOLDER. *Do each of the other items in the same way.*

1. Stimson, the owner and operator of the huge Merry-Go-Round, was
   (A) a small and fierce man
   (B) a small and gentle man
   (C) a medium-sized and fierce man
   (D) a large and gentle man
   (E) a large and fierce man

2. Stimson whispered to himself that the young man would get fired because he was
   (A) paying more attention to his daughter than to his job
   (B) planning to elope with his daughter
   (C) making eyes at his daughter
   (D) not doing his job well enough
   (E) unpleasant with the children

3. The Merry-Go-Round had each of these things except one. Which thing did it *not* have?
   (A) A variety of animals made of shining wood and metal
   (B) A silver netting all around the outside
   (C) A whirling motion like a never-ending race
   (D) A load of happy eager children
   (E) A great music box with orchestra-like sounds

4. The young man's job at the Merry-Go-Round was
   (A) to collect a ticket from each rider
   (B) to make sure no rider fell off
   (C) to start and stop the Merry-Go-Round
   (D) to hand out and collect rings
   (E) to keep his balance on the small platform

5. The child who got the brass ring was
   (A) allowed to ride the animal he wanted
   (B) allowed to take the ring home
   (C) given a free ride
   (D) given a small prize
   (E) permitted to stand on the platform

6. Stimson became amazed and more angry because the young man was
   (A) whispering loudly to his daughter
   (B) smiling often at his daughter
   (C) staring boldly at his daughter
   (D) trying to make a date with his daughter
   (E) paying too little attention to his daughter

7. When Lizzie, the ticket-seller, noticed the young man watching her, she did this to show she was *not* interested in him:
   (A) She quickly shook her head as if saying "No."
   (B) She quickly made a face at him.
   (C) She quickly bowed her head.
   (D) She quickly covered her face with her hands.
   (E) She quickly turned her head.

8. Lizzie showed her interest in the young man because at times her eyes seemed filled with a [illegible]der fear that he would
   (A) climb down and go to her
   (B) fall off the platform
   (C) stop paying attention to her
   (D) be "fired" by her father
   (E) become interested in someone else

9. While the young man looked ardently at Lizzie, he seemed not to care whether he
   (A) kept his job
   (B) passed out rings to the children
   (C) saw her at any other time
   (D) fell off the platform
   (E) was walking on air

10. Through the silent courtship between the young man and Lizzie, they developed an understanding and companionship that were
    (A) subtle
    (B) everlasting
    (C) fearful
    (D) brave
    (E) obvious

*Please do not look back at the article while you are doing the test.*
*Please do not make any marks on the test or elsewhere in this book.*

11. In watching Lizzie, the young man probably felt as if he were handling a flower and saying to himself
(A) "To you it is a rose; to me it is my heart."
(B) "A rose by any other name would smell as sweet."
(C) "She loves me. She loves me not. She loves me."
(D) "You are mighty like a rose."
(E) "Mary, Mary, quite contrary! How does your garden grow?"

12. Stimson determined to end the budding romance immediately because he was
(A) a lonely and friendless man
(B) a kind and firm man
(C) a courageous and subtle man
(D) a changeable and deliberate man
(E) a resolute and impetuous man

13. When Stimson sternly told his daughter to stop "grinning at that idiot," she
(A) lowered her eyes in fear
(B) turned her eyes in admiration
(C) closed her eyes in shame
(D) widened her eyes in anger
(E) raised her eyes in independence

14. When Stimson told the young man to attend strictly to his own business, or else, the young man felt as if Stimson had
(A) tried to push him off the platform
(B) slapped him in the face
(C) fired a shotgun at him
(D) hit him with a club
(E) told him to look for another job

15. When Stimson returned from uptown one afternoon, he noticed that the popcorn man was
(A) waiting to tell Stimson what had happened
(B) looking for Lizzie and the young man
(C) staring at the platform of the Merry-Go-Round
(D) paying no attention to his popcorn stand
(E) keeping an eye upon the cashier's cage

16. From his wife, Stimson learned that Lizzie and Frank had
(A) waited for a while to say good-by to Stimson
(B) stopped at the house to pick up Lizzie's baggage
(C) told her they were running away to get married
(D) driven by the house and then left suddenly
(E) failed even to wave good-by to her

17. Stimson knew that the girl in the distant buggy was his daughter because he recognized
(A) the color of her dress and the shape of her face
(B) the young man's horse and buggy
(C) the color of her hair and the movements of her hands
(D) the color and the shape of her baggage
(E) the color in her bonnet and the pose of her head

18. While chasing the buggy, Stimson watched its back window pane. This pane looked like a derisive eye—that is, an eye which was
(A) making him feel angry
(B) making him feel stupid
(C) making him feel determined
(D) making fun of him
(E) making him afraid of what would happen

19. As the speeding buggy drew away from the hack, Stimson knew a sudden and strange awe because he understood
(A) the ability of a young horse to outrun an old one
(B) the power of youth to fly strongly into the future
(C) the readiness of youth to desert their parents
(D) the eagerness of youth to live their own lives
(E) the foolishness of youth in disobeying their elders

20. After the hackman finally stopped his horse, Stimson had each of these feelings except one. Which feeling did he *not* have?
(A) "Next time I'll do things differently."
(B) "All right, there's no use continuing the chase."
(C) "I've never been so surprised and distressed."
(D) "The whole world seems to be against me."
(E) "It wasn't my fault, anyway."

NEXT—*Follow the directions on page 88 of this* READING BOOK.

ARTICLE **20**

# The Story of My Life*

## by Helen Keller

**READING PRACTICE 20** *In a book, magazine, or newspaper that you like, practice reading for speed and comprehension. Make a record of each such practice in Chart 3 on page 8 of the* PROGRESS FOLDER. *Then do Reading Article 20.*

**READING ARTICLE 20** *Before you begin reading Article 20, record your starting time in the Time Record on page 7 of the* PROGRESS FOLDER. *Then read Article 20. Read it as fast as you can, but make sure you understand what you are reading.*

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THE MOST important day I remember in all my life is the one on which my teacher, Anne Mansfield Sullivan, came to me. I am filled with wonder when I consider the immeasurable contrasts between the two lives which it connects. It was March, 1887, three months before I was seven years old.

On the afternoon of that eventful day, I stood on the porch, dumb, expectant. I guessed vaguely from my mother's signs and from the hurrying to and fro in the house that something unusual was about to happen, so I went to the door and waited on the steps.

I felt approaching footsteps. I stretched out my hand as I supposed to my mother. Someone took it, and I was caught up and held close in the arms of her who had come to reveal all things to me, and, more than all things else, to love me.

The morning after my teacher came she led me into her room and gave me a doll. When I had played with it a little while, Miss Sullivan slowly spelled into my hand the word "d-o-l-l." I was at once interested in this finger play and tried to imitate it. When I finally succeeded in making the letters correctly, I was flushed with childish pleasure and pride.

Later we walked down the path to the well-house, attracted by the fragrance of the honeysuckle with which it was covered. Someone was drawing water and my teacher placed my hand under the spout. As the cool stream gushed over one hand she spelled into the other the word *water*, first slowly, then rapidly. I stood still, my whole attention fixed upon the motions of her fingers. Suddenly I felt a misty consciousness as of something forgotten—a thrill of returning thought; and somehow the mystery of language was revealed to me.

I left the well-house eager to learn. Everything had a name, and each name gave birth to a new thought. As we returned to the house every object which I touched seemed to quiver with life. That was because I saw everything with the strange new sight that had come to me.

I had now the key to all language, and I was eager to learn to use it. Children who hear acquire language without any particular effort; the words that fall from others' lips they catch on the wing, as it were, delightedly, while the little deaf child must trap them by a slow and often painful process. But whatever the process, the result is wonderful. Gradually from naming an object we advance step by step until we have traversed the vast distance between our first stammered syllable and the sweep of thought in a line of Shakespeare.

I remember the morning that I first asked the meaning of the word "love." This was before I knew many words. I had found a few early violets in the garden and brought them to my teacher. Miss Sullivan put her arm gently round me and spelled into my hand, "I love Helen."

"What is love?" I asked.

She drew me closer to her and said, "It is here," pointing to my heart, whose beats I was conscious of for the first time. Her words puzzled me very much because I did not then understand anything unless I touched it.

A day or two afterward I was stringing beads of different sizes in symmetrical groups—two large beads, three small ones, and so on. I had made many mistakes, and Miss Sullivan had pointed them out again and again with gentle patience. Finally I noticed a very obvious error in the sequence and for an instant I concentrated my attention on the lesson and tried to think how I should have arranged the beads. Miss Sullivan touched my forehead and spelled with decided emphasis, "Think."

In a flash I knew that the word was the name of the process that was going on in my head. This was my first conscious perception of an abstract idea.

For a long time I was still—I was not thinking of the beads in my lap, but trying to find a meaning for "love" in the light of this new idea. The sun had been under a cloud all day, and there had been brief showers; but suddenly the sun broke forth in all its southern splendor.

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*Condensed from *The Story of My Life*, by Helen Keller. Copyright 1902, 1903 by the author. Published by Doubleday, Doran, and Company. Reprinted with permission of the publisher and the author.

Again I asked my teacher, "Is this not love?"

"Love is something like the clouds that were in the sky before the sun came out," she replied. Then in simpler words than these, which at that time I could not have understood, she explained: "You cannot touch the clouds, you know; but you feel the rain and know how glad the flowers and the thirsty earth are to have it after a hot day. You cannot touch love either; but you feel the sweetness that it pours into everything. Without love you would not be happy or want to play."

The beautiful truth burst upon my mind—I felt that there were invisible lines stretched between my spirit and the spirits of others.

It was in the spring of 1890 that I learned to speak. The impulse to utter audible sounds had always been strong within me. I used to make noises, keeping one hand on my throat while the other felt the movements of my lips. I was pleased with anything that made a noise and liked to feel the cat purr and the dog bark. I also liked to keep my hand on a singer's throat, or on a piano when it was being played. Before I lost my sight and hearing, I was fast learning to talk, but after my illness it was found that I had ceased to speak because I could not hear.

I had known for a long time that the people about me used a method of communication different from mine; and even before I knew that a deaf child could be taught to speak, I was conscious of dissatisfaction with the means of communication I already possessed. One who is entirely dependent upon the manual alphabet has always a sense of restraint, of narrowness.

My teacher took me for advice and assistance to Miss Sarah Fuller, principal of the Horace Mann School. This lovely, sweet-natured lady offered to teach me herself, and we began the twenty-sixth of March, 1890.

Miss Fuller's method was this: she passed my hand lightly over her face, and let me feel the position of her tongue and lips when she made a sound. I was eager to imitate every motion and in an hour had learned six elements of speech: M, P, A, S, T, I. Miss Fuller gave me eleven lessons in all. I shall never forget the surprise and delight I felt when I uttered my first connected sentence, "It is warm." True, they were broken and stammering syllables; but they were human speech. My soul, conscious of new strength, came out of bondage, and was reaching through those broken symbols of speech to all knowledge and all faith.

When I had made speech my own, I could not wait to go home. At last the happiest of happy moments arrived. I had made my homeward journey, talking constantly to Miss Sullivan, not for the sake of talking, but determined to improve to the last minute. Almost before I knew it, the train stopped at the Tuscumbia station, and there on the platform stood the whole family. My eyes fill with tears now as I think how my mother pressed me close to her, speechless and trembling with delight, taking in every syllable that I spoke, while little Mildred seized my free hand and kissed it and danced, and my father expressed his pride and affection in a big silence. It was as if Isaiah's prophecy had been fulfilled in me, "The mountains and the hills shall break forth before you into singing, and all the trees of the field shall clap their hands!"

**After Helen played with the doll, her teacher slowly spelled into her hand the word "d-o-l-l." The girl imitated this finger game.**

*As soon as you finish reading Article 20, record your finishing time in the Time Record on page 7 of the* PROGRESS FOLDER. *Then read Test 20 on the next two pages of this* READING BOOK.

READING TEST **20** **The Story of My Life**

*Read Item 1 and select the answer which you believe is correct. Print the letter of your answer in the Answer Record on page 7 of the* PROGRESS FOLDER. *Do each of the other items in the same way.*

1. When Helen Keller, the author, first met Miss Sullivan, her teacher, Helen was nearly
   (A) 7 years old
   (B) 9 years old
   (C) 11 years old
   (D) 13 years old
   (E) 15 years old

2. On the day the teacher arrived, Helen knew vaguely that something unusual was about to happen because her mother
   (A) hurried around the house
   (B) went to the door and waited on the steps
   (C) told her a teacher was coming
   (D) put on her best dress
   (E) would not let her go out to play

3. When the teacher first greeted Helen, she
   (A) looked at the girl as if she were studying her
   (B) patted the girl as if she loved her
   (C) gave the girl a doll as if she liked her
   (D) played with the girl as if she enjoyed her
   (E) hugged the girl as if she loved her

4. The only way that Miss Sullivan was able to teach Helen words and their meanings was through the girl's sense of
   (A) hearing
   (B) sight
   (C) smell
   (D) touch
   (E) taste

5. Just after Helen played with a *doll* and, later, while Helen held her hand under a stream of *water*, her teacher spelled out each of these two words in this way:
   (A) She moved her fingers in the palm of the girl's hand.
   (B) She moved her lips as the girl touched them.
   (C) She moved her fingers on the back of the girl's hand.
   (D) She guided the girl's fingers in tracing letters.
   (E) She moved her fingers on the girl's wrist.

6. The most important discovery that Helen made during the first day with her teacher was this key to language:
   (A) Everything has a special feeling.
   (B) Everything is alive.
   (C) Everything is different.
   (D) Everything has a name.
   (E) Everything can be spelled out.

7. According to the author, words are usually learned slowly and painfully by the little
   (A) dumb child
   (B) pre-school child
   (C) deaf child
   (D) unloved child
   (E) blind child

8. When Miss Sullivan received a bunch of violets from Helen, she tried unsuccessfully to help the girl to understand the meaning of the word *love* by spelling out the sentence, "I love Helen," and by
   (A) pressing the flowers gently against the girl's lips
   (B) placing the girl's hand near the teacher's heart
   (C) kissing the girl gently on the cheek
   (D) holding the girl's hand tightly with affection
   (E) putting her arm gently around the girl

9. Helen found it especially difficult to understand the word *love*, chiefly because she could *not*
   (A) tell the difference between love and warmth from the sun
   (B) figure out exactly how the word was spelled
   (C) feel love in a world where she was so handicapped
   (D) touch the thing the word stood for
   (E) learn to say the word aloud to her teacher

10. In the lesson on stringing beads, Helen was learning mainly
    (A) to select beads of different shapes and sizes
    (B) to organize things according to a given pattern
    (C) to prepare for a job where she could earn a living
    (D) to put the string through the holes in the beads
    (E) to do something that pleased her teacher

*Please do not look back at the article while you are doing the test.*
*Please do not make any marks on the test or elsewhere in this book.*

11. When Helen noticed an error in the beads she was stringing, her teacher with one hand touched the girl's forehead and with the other spelled out, with emphasis, the word
(A) "Work"
(B) "Love"
(C) "Think"
(D) "Try"
(E) "Wrong"

12. From her bead-stringing, Helen first learned that certain words stood for
(A) concrete things
(B) abstract ideas
(C) definite shapes and sizes
(D) natural objects
(E) personal relations

13. To aid Helen in understanding the meaning of the word *love,* her teacher pointed out that love was like the clouds that make rain fall on the thirsty earth. In other words, love was
(A) what a person gives
(B) what a person touches
(C) what a person feels
(D) what a person makes
(E) what a person receives

14. When Helen discovered what the word *love* meant, she felt that her spirit and the spirits of others were connected by lines that a person could not
(A) break
(B) sense
(C) feel
(D) hear
(E) see

15. Before learning to talk, Helen had learned through experiences with herself, pets, pianos, and singers that certain movements were accompanied by
(A) different air currents
(B) different vibrations
(C) different odors
(D) different sound waves
(E) different emotions

16. Helen became dissatisfied with her touch system of "talking" because she found that this system
(A) was inferior to the method she used before her illness
(B) was no better than that used by other people in communicating
(C) could be replaced by speech even by persons who were deaf
(D) hampered her in expressing her ideas to other people
(E) restrained her in "listening" to other people's ideas

17. From Miss Fuller, Helen learned to pronounce the sounds of letters and words by using her finger tips to feel the position of her teacher's
(A) throat and lips
(B) tongue and jaws
(C) tongue and lips
(D) cheeks and throat
(E) tongue and cheeks

18. When Helen stammered out her first sentence, "It is warm," she felt that her soul was like
(A) a slave freed to seek knowledge and faith
(B) a prisoner freed to seek a new job and way in life
(C) a bird freed to seek food and a mate in the world outdoors
(D) a hospital patient freed to go home and back to work
(E) a serf freed to seek new land and a new home

19. After Helen learned to speak, she was met by her family at the railroad station platform. There each of these things except one occurred. Which one did *not* occur?
(A) Helen's father was silent but proud of his daughter.
(B) With tears in her eyes, Helen spoke to her family
(C) Holding Helen close to her, her mother trembled with delight.
(D) Mildred kissed Helen's hand and did a little dance.
(E) Miss Sullivan helped Helen to improve her pronunciation.

20. The family's reception, Helen thought, was a fulfillment of a prophecy of Isaiah that meant this:
(A) The whole world will express its joy and pride.
(B) All the people will declare their gladness and faith.
(C) The mountains will sing and the trees will applaud.
(D) The hills and the forests will seem alive and pleased.
(E) All the blind, deaf, and dumb will see, hear, and talk.

NEXT—*Follow the directions on page 88 of this* READING BOOK.

## HERE ARE THE DIRECTIONS YOU FOLLOW AFTER COMPLETING THE TEST

IMMEDIATELY after you answer all 20 items in a test, do these things:

1. Correct your answers to the test. (This is Step 8 as given on page 1 of the *Progress Folder.*)
2. Score your answers to the test. (This is Step 9.)
3. Record your test score. Enter your score in Chart 2 on page 3 of the *Progress Folder.* (This is Step 10.)
4. Figure out your reading time for the article. (This is Step 11.)
5. Change your reading time into your reading rate. Use the Time-To-Rate Table on this page. (This is Step 12.)
6. Record your reading rate. Enter your reading rate in the Time Record and in Chart 1 on page 2 of the *Progress Folder.* (This is Step 13.)
7. Find each test item that you marked incorrectly. Reread the part of the article which gives the correct answer to this item. Try to figure out why your answer was wrong.
8. Make a list of the words in the article that you did not know. Look up these words in your dictionary.
9. Do the next Reading Practice.

### Here is how you change your reading time into your reading rate

Use the Time-To-Rate Table on this page to change your reading time for an article into your reading rate for that article. This table shows reading time in minutes and seconds. It also shows reading rate in number of words per minute.

In the column headed, "Reading Time," find the time range which includes your reading time. At the right of this range, find the corresponding number in the column headed, "Reading Rate." This number is your reading rate.

Suppose that your reading time for Article 1 was 7:18 (7 minutes 18 seconds) as given in Example 1 on page 1 of the *Progress Folder.* This time, 7:18, is in the range, 7:15-7:29. For this time range, the reading rate is 183 words per minute. That is, if your reading time is 7:18, your reading rate is 183.

## TIME-TO-RATE TABLE FOR ARTICLES IN BETTER READING BOOK 3

**(each article contains about 1,350 words.)**

| Reading time | Reading rate | Reading time | Reading rate | Reading time | Reading rate |
|---|---|---|---|---|---|
| 1:00-1:14 | 1209 | 7:00-7:14 | 190 | 13:00-13:14 | 103 |
| 1:15-1:29 | 988 | 7:15-7:29 | 183 | 13:15-13:29 | 101 |
| 1:30-1:44 | 835 | 7:30-7:44 | 177 | 13:30-13:44 | 99 |
| 1:45-1:59 | 723 | 7:45-7:59 | 172 | 13:45-13:59 | 97 |
| 2:00-2:14 | 638 | 8:00-8:14 | 166 | 14:00-14:14 | 96 |
| 2:15-2:29 | 570 | 8:15-8:29 | 161 | 14:15-14:29 | 94 |
| 2:30-2:44 | 516 | 8:30-8:44 | 157 | 14:30-14:44 | 92 |
| 2:45-2:59 | 471 | 8:45-8:59 | 152 | 14:45-14:59 | 91 |
| 3:00-3:14 | 433 | 9:00-9:14 | 148 | 15:00-15:14 | 89 |
| 3:15-3:29 | 401 | 9:15-9:29 | 144 | 15:15-15:29 | 88 |
| 3:30-3:44 | 373 | 9:30-9:44 | 140 | 15:30-15:44 | 86 |
| 3:45-3:59 | 349 | 9:45-9:59 | 137 | 15:45-15:59 | 85 |
| 4:00-4:14 | 328 | 10:00-10:14 | 133 | 16:00-16:14 | 84 |
| 4:15-4:29 | 309 | 10:15-10:29 | 130 | 16:15-16:29 | 82 |
| 4:30-4:44 | 292 | 10:30-10:44 | 127 | 16:30-16:44 | 81 |
| 4:45-4:59 | 277 | 10:45-10:59 | 124 | 16:45-16:59 | 80 |
| 5:00-5:14 | 264 | 11:00-11:14 | 121 | 17:00-17:14 | 79 |
| 5:15-5:29 | 252 | 11:15-11:29 | 119 | 17:15-17:29 | 78 |
| 5:30-5:44 | 240 | 11:30-11:44 | 116 | 17:30-17:44 | 77 |
| 5:45-5:59 | 230 | 11:45-11:59 | 114 | 17:45-17:59 | 76 |
| 6:00-6:14 | 221 | 12:00-12:14 | 111 | 18:00-18:14 | 75 |
| 6:15-6:29 | 212 | 12:15-12:29 | 109 | 18:15-18:29 | 74 |
| 6:30-6:44 | 204 | 12:30-12:44 | 107 | 18:30-18:44 | 73 |
| 6:45-6:59 | 197 | 12:45-12:59 | 105 | 18:45-18:59 | 72 |